



*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

	<p>Su1 <b>Respect</b> <b>Mutual Respect</b></p> <p>Relationships – How to respect equality and diversity Living in the Wider World- Human rights etc.</p>	<p>Su2 <b>Thankfulness</b> <b>All British Values</b></p> <p>Health and Wellbeing – Recognising and Managing Emotions/ Living in the Wider World – different responsibilities.</p>
<p>Week 1 <b>To always explore the British Value of the Term</b></p> <p><b>Individual Liberty</b></p> <p><b>and</b></p> <p><b>All British Values</b></p>	<p><b>British Value</b> <b>'Mutual Respect'</b></p> <ul style="list-style-type: none"> <li>To understand and know the meaning of mutual respect.</li> </ul> <p><b>'My Feelings and Me' Booklet</b> <b>Whole School Priority</b> <b>(Year Groups to use PSHE learning time to complete in the first 2 weeks of Sum1)</b></p>	<p><b>British Value</b> <b>Exploring All British Values</b></p> <ul style="list-style-type: none"> <li>To understand and re-visit all the British Values covered across the year.</li> </ul>

<p>Week 2</p>	<p style="text-align: center;"><b>Stereotyping</b></p> <ul style="list-style-type: none"> <li>To understand the meaning of stereotyping</li> </ul> <p style="text-align: center;"><b>Gender</b></p> <p>To understand how gender stereotyping has brought restriction to society:</p> <p>Job Roles/ Business/ Equal Pay/ Votes for Women/ Single Parent Families/ Parental Rights</p> <ul style="list-style-type: none"> <li>To understand and be aware of stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> </ul>	<p style="text-align: center;"><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>To understand and explore the physical and emotional changes that happen when approaching and during puberty.</li> <li>To understand the key facts about Puberty – exploring any misconceptions</li> <li>To understand and know how to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>To understand and know about the physical and emotional changes that happen when approaching and during puberty</li> </ul> <p>(A chance for the children to openly discuss worries etc.)</p> <ul style="list-style-type: none"> <li>To understand where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>
<p>Week 3</p>	<p style="text-align: center;"><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>To understand spending decisions can affect others and the environment – charity, single use plastic.</li> <li>(Economic Wellbeing) To know that people have different attitudes towards saving</li> <li>To understand what influences peoples decisions and to understand our aspirations to earn money.</li> <li>To know how do we build a future for ourselves?</li> <li>To understand and know what recourse are there to help those less fortunate.</li> <li>To understand the deprivation in the UK and other</li> </ul>	<p style="text-align: center;"><b>Can I manage my feelings independently and seek support if I need it? (Transition for Secondary School)</b></p> <ul style="list-style-type: none"> <li>To recognise individuality and qualities</li> <li>To identify personal strengths and skills</li> <li>Exploring Respect for ourselves, self worth. How can I maintain a positive mind-set, when do I need to have time for me? <b>(Self Care)</b></li> </ul> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>

<p>Week 4</p>	<p>countries around the world.</p> <ul style="list-style-type: none"> <li>To understand how people’s spending can affect others and the environment – fair-trade, single use plastic, giving to charity etc.</li> </ul>	<p style="text-align: center;"><b>Aspirations &amp; Role Models</b></p> <ul style="list-style-type: none"> <li>To understand and know my own short and long term goals</li> <li>To understand new opportunities/responsibilities that increasing independence may bring.</li> <li>To understand and know what can we learn from role models we know and do not know ( Role Models in the Media)</li> </ul>
<p>Week 5</p>	<p style="text-align: center;"><b>Exploring Friendships’</b></p> <ul style="list-style-type: none"> <li>To know what makes a good friend?</li> <li>To understand and know strategies to solve conflict between friends and where to seek support</li> <li>To understand the feeling loneliness and know how to make friends</li> </ul> <p><b>Can I understand how I might hurt others feelings?</b></p> <ul style="list-style-type: none"> <li>To understand how my actions and behaviours can hurt others.</li> <li>To know how trust works in a relationship (including friendship)</li> <li>To understand how trust can be broken and gained.</li> <li>To understand the idea of self-respect and to know how to treat others respectfully.</li> </ul> <p><b>Can I say what makes me feel worried and what I can do about it?</b></p> <ul style="list-style-type: none"> <li>To understand where to get advice and report concerns</li> </ul>	<p style="text-align: center;"><b>Aspirations – Aiming High</b></p> <ul style="list-style-type: none"> <li>To understand how my secondary school life can support my future and future job aspirations.</li> <li>To understand what routes and opportunities there are to gain employment</li> <li>To understand and know what it means to have an interview.</li> <li>To understand and explore that some jobs are paid more than others but some people choose voluntary work (unpaid) – how does this help the environment/people around the world (charity)</li> </ul>

	<p>if worried about their own or someone else's personal safety (including online)</p> <p>To know how to keep something confidential or secret and to know and understand when something confidential may need to be shared.</p>	
Week 6	<p><b>Can I discuss how to keep my body safe?</b></p> <ul style="list-style-type: none"> <li>• To understand and know the meaning of Consent &amp;</li> <li>• To know how to have the ability to say 'No'.</li> <li>• To know unwanted own opinion of unwanted physical/emotional contact and to know what strategies would we use.</li> </ul>	<p><b>Transition Support</b></p> <ul style="list-style-type: none"> <li>• To understand new expectations of Secondary School</li> <li>• To understand and know what I will be responsible for and to know how to be independent in these areas.</li> <li>• To know responsibilities over the Summer Holidays and reflecting on how to identify risks and how to manage risk.</li> </ul>
Week 7		