


'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.'

	Au1 Koinonia Democracy Healthy Lifestyle/ Health and Wellbeing	Au2 Generosity Individual Liberty Living in the Wider World - Respecting Environment/ Responsibility
Week 1 To always explore the British Value of the Term	<p>To always explore the British Value of the Term</p> <p style="text-align: center;">British Value Democracy</p> <ul style="list-style-type: none"> To understand how Democracy looks in the wider world To know the differences and similarities from Democracy in Great Britain and other countries in the world. To understand the history of the 'right to vote'. <p>LKS2 will already know...</p> <ul style="list-style-type: none"> To understand the meaning of the word Democracy in relation to why we need democracy. To understand and know the main political parties in Great Britain <p>Please use pupil voice to create class rules/routines.</p>	<p>To always explore the British Value of the Term</p> <p style="text-align: center;">British Value Individual Liberty</p> <ul style="list-style-type: none"> To know what liberty means to us and how think relates to our human rights To understand that Individual Liberty is not accessible to everyone in the world, to know that some counties are less liberal. To understand my own views on Individual Liberty and how this allows us to have opportunity. <p>LKS2 will already know...</p> <ul style="list-style-type: none"> To understand how Individual Liberty is linked to what rights we have as people 'freedom of opinion, belief, protect against discrimination, right to an education etc.) To know that Individual Liberty allows us to aspire for our future and 'Dream Big.'

<p>Week 2</p>	<p style="text-align: center;">Keeping Healthy (Physically and Mental Wellbeing)</p> <ul style="list-style-type: none"> • To know what I do to ensure I have a physically healthy lifestyle with good mental wellbeing • To understand what self-care is and to be able to know when self-care and mindfulness is needed. • To know what support is given to young people to support with mental health and wellbeing. 	<p style="text-align: center;">'We are all equal' Can I identify and respect the differences and similarities between people?</p> <ul style="list-style-type: none"> • To understand diversity within a community and learn how we respect people who are different to us? • To understand the value/benefit of living in a diverse world. <p>(BLM Movement) (Gender Equality) (LGBTQ+ Equality)</p> <p>Challenging stereotypes</p> <ul style="list-style-type: none"> • To know how to safely challenge stereotypes • To understand how stereotyping can effect another person's life/mental health and wellbeing/value/self-worth. <p>Using 'Valuing All God's Children' for support if needed.</p> 
<p>Week 3</p>	<p style="text-align: center;">Recognising my own feelings</p> <ul style="list-style-type: none"> • To understand the meaning of self-regulation and know what coping strategies work for me. • To understand what makes me feel certain emotions and to recognise the reasons why. • To know how to support my own feelings before reaching a crisis/additional intervention. • To understand and prepare for our changing emotions as our bodies change. 	<p style="text-align: center;">Can I discuss why we should not judge people by their appearances or lifestyle</p> <ul style="list-style-type: none"> • To know how to share my own opinions and reason why we should not judge people by their appearances or lifestyle. <p>Equality Act 2010</p> <ul style="list-style-type: none"> • To know that the Equality Act prevents discrimination of the following 9 areas (understood as unlawful discrimination) Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy and Maternity/ Race/ Religion or Belief/Sex (Gender)

Week 4	<p style="text-align: center;">Keeping Myself Safe - Exploring First Aid</p> <ul style="list-style-type: none"> • To understand and know how to keep safe at home. • To understand risk in simple everyday situations and what actions to take to minimise harm. • To know how to access help in an emergency (999 and other agencies who can support children- Kooth, Childline, NSPCC) 	<p style="text-align: center;">UN Rights of the Child (UNCRC) – Unicef UK</p> <ul style="list-style-type: none"> • To understand the ‘Rights of the Child’ (to know the meaning of equality and what this means for children) • To understand and know the risk to children living in the wider world • To understand deprivation in lower-income countries and the effects this has on children (COVID-19, Education etc.)
Week 5	<p style="text-align: center;">Keeping Myself Safe – Appropriate/Inappropriate Touch (Consent)</p> <ul style="list-style-type: none"> • To understand the meaning of seeking permission 	<p style="text-align: center;">Importance of Looking after our Wider World</p>

	<p>and the meaning of Consent.</p> <ul style="list-style-type: none"> • To understand and know our own opinions of appropriate/inappropriate touch is. • To understand the pressure and risk of 'unwanted' physical and emotional contact and what to do in these scenarios 	<ul style="list-style-type: none"> • To understand how people's spending can affect others and the environment – fair-trade, single use plastic, food choices, giving to charity etc. • To understand how to ensure sustainability (including clothing) • To know and understand influential people in the wider world who share their views and how we can support our world. • To understand how we can individually and collectively look after our world. – How is pollution damaging the planet already?
Week 6	<p style="text-align: center;">Exploring Friendships What does Friendship mean to me?</p> <ul style="list-style-type: none"> • To understand and explore a variety of social skills to support with trusting each other, but understanding trust can be gained and broken. • To understand those opinions may differ and how tolerance can support with this. • To know and understand how to resolve conflict independently and with support. 	<p style="text-align: center;">Can I understand that my actions can affect others and my future?</p> <ul style="list-style-type: none"> • To understand how to take responsibility for my behaviours – and to know how to redeem myself if I make a mistake. • To understand how trust can be broken and gained. • To understand the idea of self-respect/ self-worth and to know how to treat others respectfully. • To understand the meaning of reputation/characteristic and how this may form opinions of other people
Week 7	<p style="text-align: center;">How do I keep myself physically and emotionally safe?</p> <ul style="list-style-type: none"> • To know the risks of peer pressure, including online. • To understand that risk taking behaviour can result in consequences (Age of Responsibility -10) • To know and understand the confidence to have the ability to say 'No'. • To understand that loyalty is a good friendship quality, but know that we still have our individual opinion must keep personal safety and safety of others a priority. 	<p style="text-align: center;">My Support Network - Review</p> <ul style="list-style-type: none"> • To understand and know which adults can help me • To know which members of the community can help me • To know which friends can help me • To understand how could I help myself