

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	<p>I3: p73 5.4 Making agreements</p> <p>L1: p44 1.2 Blow your own trumpet & p45 1.3 It's good to be me</p> <p>L2: Discrete- Set goals for end of year 1</p>	<p>F1: p47 1.7 feeling statements</p> <p>K1: Feeling Faces (uploaded activity)</p> <p>G2 & G3 : p61 3.9 Rubbing out language</p>	<p>H1: p72 5.1 Hands in circle p57 3.2 All of us and one of us</p> <p>H2: discrete</p>	<p>Discrete C1 Discrete E1 & E2 Discrete J1</p>	<p>D1: p62 3.10 Family album D2: discrete E3 Discrete</p>	<p>I1: p73 5.3 Peaceful places I2: p76 5.11 Building our community (over 2-3 sessions)</p>
	<p><u>Milestones:</u> I3: Contribute to the development of class and group rules.</p> <p>L1: Talk about their gifts and talents</p> <p>L2: Identify a simple goal for themselves.</p>	<p><u>Milestones:</u> F1: Describe things that make them feel happy and things that make them feel sad.</p> <p>K1: Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.</p> <p>G2: Recognise when someone makes them, or others, feel sad or hurt.</p> <p>G3: Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it.</p>	<p><u>Milestones:</u> H1: Describe how they are the same as, or different to a friend or family member.</p> <p>H2: Show an awareness of how needs change as they grow from young to old.</p>	<p><u>Milestones:</u> C1: Explain ways of keeping clean (e.g. washing hands and keeping their hair tidy) and how this stops the spread of some disease.</p> <p>E1: Identify some hazards in the home, such as cleaning products and medicines.</p> <p>E2: Describe ways of keeping safe in familiar situations.</p> <p>J1: Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.</p>	<p><u>Milestones:</u> D1: Explain different ways that family and friends should care for one another.</p> <p>D2: Identify the main body parts, including the differences between boys and girls and what physical contact is acceptable and comfortable.</p> <p>E3: Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt.</p>	<p><u>Milestones:</u> I1: Suggest how they could make a positive contribution to their class, school or community.</p> <p>I2: Explain how they belong to various groups and communities</p>

<p>Year 2</p>	<p>D1: p73 5.4 Making agreements (inc discussion about consequences)</p> <p>L1: p44 1.2 Blow your own trumpet & p45 1.3 It's good to be me</p> <p>L2: Discrete- set personal goal for end of year 2 & p49 1.11 Backpack affirmation</p>	<p>G1: p58 3.3 Recipe for Friendship</p> <p>G2: p59 3.6 Empathy Footsteps p61 3.8 Conflict scenarios</p>	<p>A1: p51 2.1 Fairness in circle time</p> <p>Feelings journey (uploaded activity)</p> <p>F3: p53 2.6 What do you need?</p>	<p>D2 & K2 Discrete</p> <p>Discrete E1 & 2</p> <p>A2: p56 2.9 Rights & responsibilities</p>	<p>C1 & F1 Discrete</p> <p>C2 Discrete</p> <p>J1 Discrete</p>	<p>H1: P74 5.5 A cake for everyone</p> <p>H1 p63 3.12 Diversity of beliefs & values</p> <p>I1: p73 5.3 Peaceful places & I2: Discrete</p>
	<p><u>Milestones:</u></p> <p>D1: Explain how their actions have consequences for themselves and others.</p> <p>L1: Talk about things they are good at and things that they find difficult.</p> <p>L2: Identify a simple goal and talk about how they could achieve it.</p> <p>L3: Support others, giving constructive feedback.</p>	<p><u>Milestones:</u></p> <p>G1: Explain what it means to be a good friend.</p> <p>G2: Play and learn co-operatively, developing strategies to solve sample arguments through negotiation.</p>	<p><u>Milestones:</u></p> <p>A1: Recognise what is fair/unfair, right/ wrong, kind/unkind and utilise this in planning and deciding.</p> <p>F1: Explain how they like to rest and relax, knowing that this contributes to their own well-being.</p> <p>F2: Explain how they share the responsibility for keeping themselves and others safe.</p> <p>F3: Communicate and respond to their own and others' feelings.</p>	<p><u>Milestones:</u></p> <p>D2: Identify people who look after them, identify who to go to if they are worried and how to attract their attention.</p> <p>K2: Learn about loss, change and the feelings involved in those situations.</p> <p>E1: Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers.</p> <p>E2: Suggest ways to avoid dangerous situations and be aware that they should not keep adults' secrets.</p> <p>A2: Recognise that all living things have needs and we share a responsibility to meet them.</p>	<p><u>Milestones:</u></p> <p>C1: Explain why exercise and rest contribute to a healthy lifestyle.</p> <p>F1: Explain how they like to rest and relax, knowing that this contributes to their own well-being.</p> <p>C2: Recognise what they like and don't like and how choices have effects on health e.g. brushing teeth</p> <p>J1: Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.</p>	<p><u>Milestones:</u></p> <p>H1: Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds.</p> <p>I1: Identify and describe characteristics that make a good citizen.</p> <p>I2: Identify how their local environment can be harmed and improved.</p>

Year 3	<p>I1: p73 5.4 Making agreements</p> <p>L2: p49 1.11 Backpack affirmation</p> <p>A1: p44 1.2 Blow your own trumpet & p45 1.3 It's good to be me & L1: Discrete- set personal goals for end of year 3</p>	<p>D2: p53 2.6 What do you need?</p> <p>A2: p58 3.5 Ella's story D1: question starter</p> <p>D2: p53 2.5 Good/ bad listening</p>	<p>K1: p62 3.10 Family album</p> <p>K1: p58 3.4 Let's make a picture</p> <p>F1 Discrete</p>	<p>I2: BIG QUESTION How can one person make a difference? P79</p> <p>G1: p76 5.11 Building our community (1-2 sessions)</p>	<p>H1: p63 3.12 Diversity of beliefs & values</p> <p>G2 & E1 : Discrete + (about issues such as bullying, which affect their health and well-being)</p> <p>D3: Discrete & E2: Discrete</p>	<p>C1: Discrete</p> <p>C2: Discrete</p> <p>J1: Discrete</p>
	<p><u>Milestones:</u> I1: Explain the school rules and basic emergency procedures.</p> <p>A1: Make positive comments about themselves and others.</p> <p>L1: Recognise things they are good at and identify simple goals. L2: Respond to the need for positive affirmation for self and others.</p>	<p><u>Milestones:</u> A2: Listen actively and show empathy.</p> <p>D1: Identify different types of relationship (e.g. marriage or friendship)</p> <p>D2: Show ways to maintain good relationships (e.g. listening, supporting, caring).</p>	<p><u>Milestones:</u> K1: Describe how family can mean different things to different people.</p> <p>F1: Describe situations that they find stressful and explain some ways that can make these better through positive thinking and talking them through with others.</p>	<p><u>Milestones:</u> I2: Ask and answer questions, giving a view on a local (or world) issue.</p> <p>G1: Work collaboratively towards shared goals.</p>	<p><u>Milestones:</u> H1: Demonstrate sensitivity and understanding of people with different values, customs and cultures.____</p> <p>D3: Judge what kind of contact is acceptable and how to respond.</p> <p>E2: Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support. G2: Describe what bullying is and what to do if they are feeling bullied.</p> <p>E1: Describe ways of resisting negative peer pressure around issues such as bullying, which affect their health and well-being.</p>	<p><u>Milestones:</u> C1: Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet.</p> <p>C2: Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.</p> <p>J1: Describe different ways people earn and manage money and their personal finances including how to budget.</p>

<p>Year 4</p>	<p>I1: p73 5.4 Making agreements</p> <p>L1: Discrete- Set personal goals for end of yr4</p> <p>A1: p65 3.16 Cooperation Donkeys</p> <p>L2: p49 1.11 Backpack affirmation</p>	<p>D1: p74 5.7 One word story</p> <p>P63 3.12 Diversity of beliefs & values</p> <p>P67 4.3 What is conflict</p>	<p>F1: p45 1.4 Feelings vocabulary</p> <p>p61 3.8 Conflict scenarios</p> <p>p71 4.10 Anger jar</p>	<p>F2: p54 Listen- remember-repeat</p> <p>D2/ H1 p74 5.6 Stereotypes</p> <p>G1: Discrete</p>	<p>J1: Discrete & J2: Discrete</p> <p>I1: Discrete & I2: Discrete</p> <p>p72 5.2 Peace begins with me (use as a starter to I1)</p>	<p>C1: Discrete</p> <p>E1: Discrete & K1: p58 3.3 Recipe for friendship</p> <p>E2: Discrete</p>
	<p><u>Milestones:</u></p> <p>L1: Talk about their achievements and plan how to work towards new goals</p> <p>A1: Identify positive ways to face new challenges, applying knowledge creatively.</p> <p>L2: Make use of constructive feedback.</p>	<p><u>Milestones:</u></p> <p>D1: Recognise that their actions affect themselves and others.</p>	<p><u>Milestones:</u></p> <p>F1: Recognise strong emotions and identify ways of self-regulating them positively.</p>	<p><u>Milestones:</u></p> <p>F2: Explain how things can be misinterpreted or misrepresented.</p> <p>D2: Respond to, or challenge negative behaviours such as stereotyping and aggression, evaluating social norms.</p> <p>H1: Explain the words 'discrimination' and stereotype and give examples of both.</p> <p>G1: List different types of teasing, discrimination, bullying, aggressive behaviour, explaining how it can feel and who can help with these issues.</p>	<p><u>Milestones:</u></p> <p>J1: List several ways of saving money, including those linked with banks building societies.</p> <p>J2: Discuss how to make money and show enterprise.</p> <p>I1: Explain how they might make a positive contribution to a world issue such as global warming, poverty or fair trade.</p> <p>I2: Recognise the role of voluntary and community groups.</p>	<p><u>Milestones:</u></p> <p>C1: Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).</p> <p>E1: Assess and manage risks associated with personal lifestyle and activity choices, trying new ideas, facing challenges safely and recognising what is dangerous.</p> <p>K1: Describe why someone might start a relationship with another person.</p> <p>E2: Develop their understanding of online safety, including the protection of personal details.</p>

<p>Year 5</p>	<p>I2: P73 5.4 Making agreements & L1: Discrete- set personal goals for the end of yr5. Ask chn how they will monitor their goals, opportunity to review their goals throughout the year.</p> <p>K1: P45 1.4 Feelings vocabulary (extended vocab)</p> <p>K1: P48 1.10 Thoughts, feelings, behaviours</p>	<p>B1 & B2: BIG QUESTION Can you be too nice p77</p> <p>P46 1.5 walking name call</p> <p>P46 1.6 Dignity stance/ walk</p>	<p>D1: P58 3.4 Let's make a picture</p> <p>D1: P63 3.12 Diversity of beliefs & values</p> <p>D2: p54 2.7 Listen – remember – repeat (+ discrete lesson on media)</p>	<p>F1 & C1: Discrete</p> <p>E1 & G1 Discrete</p> <p>G2: p61 3.8 Conflict scenarios</p>	<p>H1: p74 5.6 Stereotypes (+ discrete lesson)</p> <p>J1: Discrete</p> <p>J2: Discrete- Rainforest (EL activity)</p>	<p>I1: Discrete</p> <p>I2: P56 2.0 Rights & responsibilities</p> <p>I3: Discrete</p>
	<p><u>Milestones:</u> I2: Explain how rules and laws protect them and others in a variety of situations and how they can play a part in developing it changing rules</p> <p>L1: Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals.</p> <p>K1: Describe different types of care and love extending their vocabulary and understanding of different emotions.</p>	<p><u>Milestones:</u> B1: Talk and write about their own opinions</p> <p>B2: Begin to explain their views on some issues (e.g. issues affecting their own life/ environment such as school uniforms) seeing and respecting others' viewpoints.</p>	<p><u>Milestones:</u> D1: Demonstrate respect and tolerance towards people different from themselves.</p> <p>D2: Recognise that images and media portrayal are not always an accurate reflection and can impact on peoples' feelings.</p>	<p><u>Milestones:</u> F1: Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this (including the media).</p> <p>C1: Make informed choices to maintain their health and well-being and explain reasons for these choices.</p> <p>E1: Respond to or challenge negative behaviours, such as bullying or aggressive behaviours with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong.</p> <p>G1: Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion.</p> <p>G2: Talk about how to resolve conflict, using the strategies of compromise and negotiation.</p>	<p><u>Milestones:</u> H1: Explain the words 'culture', 'stereotype' and 'racism' and give examples. Discuss 'protected characteristics' of the Equality Act 2010.</p> <p>J1: Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as fair trade.</p> <p>J2: Explain how the allocation and use of resources can affect individuals and communities.</p>	<p><u>Milestones:</u> I1: Critically enquire about citizenship issues and give an opinion on them.</p> <p>I2: Explain how rules and laws protect them and others in a variety of situations and how they can play a part in developing it changing rules.</p> <p>I3: Explain what the word democracy means, showing an awareness that there are local and national groups to support it.</p>

<p>Year 6</p>	<p>I2: P73 5.4 Making agreements</p> <p>L1: Discrete & A1</p> <p>D1: P58 3.4 Let's make a picture</p> <p>D1: P63 3.12 Diversity of beliefs & values</p>	<p>F1 & F2: p67 4.3 What is conflict?</p> <p>p61 3.8 Conflict scenarios</p> <p>P68 4.4 Conflict escalator</p>	<p>H1: p56 2.9 Rights & responsibilities (with further discussion and written about different types of rights)</p> <p>I1: p66 4.1 Goldilocks (as starting point before moving to child led emotive issue)</p> <p>D2: p54 2.7 Listen – remember – repeat (+ discrete lesson on media)</p>	<p>G1: BIG QUESTION Can you respect someone without agreeing with them? P78</p> <p>G2: P53 2.6 What do you need?</p> <p>p67 4.4 Conflict escalator (+ discrete about bully needs)</p>	<p>C1: Discrete</p> <p>C2: Discrete</p> <p>E1: Discrete</p>	<p>J1 & I2: Discrete</p> <p>J2: Discrete</p> <p>K1 Discrete</p>
	<p><u>Milestones:</u></p> <p>L1: Identify positive things about themselves and their achievements, seeing their mistakes, making amends, and setting personal goals.</p> <p>A1: Reflect on and evaluate achievements and strengths in all areas of their lives, recognising their own worth.</p> <p>L2: Develop self-organising and time management skills.</p> <p>A1: Reflect on and evaluate achievements and strengths in all areas of their lives, recognising their own worth.</p> <p>D1: Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different to themselves.</p>	<p><u>Milestones:</u></p> <p>F1: Predict, assess and discuss how to manage a situation that may have higher levels of risk associated with them.</p> <p>F2: Respond appropriately to a wide range of feelings and emotions in themselves and others.</p>	<p><u>Milestones:</u></p> <p>H1: Describe how different types of rights need to be protected, supported and balanced.</p> <p>I1: Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion.</p> <p>D2: Explore how information is presented differently in the media and online.</p>	<p><u>Milestones:</u></p> <p>G1: Give quality, constructive feedback and support to benefit themselves and others when working collaboratively.</p> <p>G2: Consider reasons why someone may want to bully another person and suggest ways to support them.</p>	<p><u>Milestones:</u></p> <p>C1: Understand the changes involved in puberty and about human reproduction.</p> <p>C2: State basic facts and laws about alcohol, tobacco and legal/illegal drugs, including the term 'habit' and how 'habits' can affect health and lifestyle.</p> <p>E1: Identify and explain how to manage the risks in different familiar situations (e.g. issues connected to personal safety such as legal and illegal drugs) understanding there are different levels of risk, including when a secret should be shared.</p>	<p><u>Milestones:</u></p> <p>I2: Explain how they can make a positive contribution to society, now and in the future</p> <p>J1: Talk about a range of different jobs and explain how they will develop skills to work in the future.</p> <p>J2: Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'.</p> <p>K1: Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.</p>

Peacemakers/ SMSC:

- A minimum of **3 times per each half term** (use any remaining sessions to cater to the individual needs of the class, please ask EL if you need guidance)
- Please **evidence these lessons in floor books** (you may evidence extra sessions also if you wish but please don't replace).
- pg number and title= Peacemakers book
- Discrete = Jigsaw material
- Peacemakers format to be used rather than Jigsaw format.



British Values:

Each lesson has been colour coded to identify the corresponding British Value.

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

