

## Neptune PSHE (Flourish) Progression – Academic Year 24-25

	Autumn Terms		Spring Terms		Summer Terms	
Term and Theme	<u>Autumn 1: Being Me in My World</u>	<u>Autumn 2: Celebrating Differences</u>	<u>Spring 1: Dreams and Goals</u>	<u>Spring 2: Healthy Me</u>	<u>Summer 1: Relationships</u>	<u>Summer 2: Changing Me</u>
End of unit outcome (Termly WALT)	Pupils will have reflected on their role within the community and the wider world, understanding how their actions and choices contribute to a fair and inclusive society, and actively participate in democratic decision-making processes.	Pupils will recognise and respect differences in themselves and others, understanding how these differences can impact individuals, relationships, and society, and how we can act to promote inclusion, challenge stereotypes, and celebrate diversity.	Pupils will have set and pursued personal goals while understanding their strengths and contributions to the community, and how to work collaboratively to create positive change in the world.	Pupils will have understood how to make responsible choices for their physical and emotional well-being, avoid harmful behaviours, and manage stress in healthy ways.	Pupils will have understood how to take care of their mental health, cope with loss, and use technology safely to maintain healthy relationships.	Pupils will have understood the changes that occur during puberty, develop a positive self-image, and maintain healthy relationships while respecting personal identity.
	WALT: understand my role and responsibilities in my community and how my actions can impact others locally and globally.	WALT: recognised and respected differences in people's lives, explained how these differences can impact individuals and communities, and suggested ways to promote inclusion and celebrate diversity.	WALT: set personal goals and work with others to make a positive difference in the world.	WALT: make healthy choices for my body and mind and understand the risks of harmful behaviours.	WALT: take care of my mental health and use technology safely in my relationships.	WALT: recognise and understand the changes in my body and emotions during puberty and how to maintain positive relationships.
Links to Wider Curriculum	<p><b>Links to English:</b></p> <ul style="list-style-type: none"> <li>- <u>Speaking and Listening</u> Discussions, debates, and presentations on personal goals, children's rights, and the impact of individual and collective behaviour on society.</li> <li>- <u>Writing</u> Persuasive writing exercises on topics such as democracy, children's rights, and making positive contributions.</li> </ul> <p><b>Links to Maths:</b></p> <ul style="list-style-type: none"> <li>- <u>Interpreting Data</u> Gathering and interpreting data related to global issues (e.g., the number of children lacking access to education).</li> </ul> <p><b>Links to History:</b></p> <ul style="list-style-type: none"> <li>- <u>Historical Movement</u> Exploring historical struggles for rights, democracy, and justice (e.g., civil rights movements, suffrage movements). Understanding the development of universal children's rights.</li> </ul> <p><b>Links to Geography:</b></p> <ul style="list-style-type: none"> <li>- <u>Global Issues</u></li> </ul>	<p><b>Links to English:</b></p> <ul style="list-style-type: none"> <li>- <u>Writing</u> Opportunities for writing (reflective pieces on diversity, persuasive writing on bullying prevention, stories about inclusion).</li> <li>- <u>Speaking and Listening</u> Group discussions, presentations on diversity, debates about fairness, and respect.</li> </ul> <p><b>Links to Science</b></p> <p>Exploring the biological aspects of diversity (e.g., genetic variation, physical disabilities). Discussing how science can help us understand and support different needs (e.g., assistive technologies).</p> <p><b>Links to History:</b></p> <ul style="list-style-type: none"> <li>- <u>Historical Figures</u> Studying historical figures who fought against oppression and celebrated difference (e.g., Rosa Parks, Malala Yousafzai). Investigating how different societies have treated</li> </ul>	<p><b>Links to English:</b></p> <ul style="list-style-type: none"> <li>- <u>Writing</u> Opportunities for <b>writing</b> (goal-setting reflections, persuasive writing on global issues).</li> <li>- <u>Speaking and Listening</u> Group discussions on goals, presentations about issues, and collaborative projects.</li> </ul> <p><b>Links to Science:</b></p> <p>Discussing scientific advancements that aim to solve world problems (e.g., renewable energy, medical breakthroughs).</p> <p><b>Links to Geography:</b></p> <p>Exploring global issues (e.g., environmental concerns, social justice) and how they affect communities.</p> <p><b>Links to Art and Design:</b></p> <p>Creating projects or campaigns that raise awareness of issues that concern them (e.g., posters, social media campaigns).</p> <p><b>Links to SMSC</b></p>	<p><b>Links to English:</b></p> <ul style="list-style-type: none"> <li>- <u>Reflective Writing</u> Opportunities for reflective writing on personal health goals, emotional well-being, and peer discussions on mental health and stress.</li> </ul> <p><b>Links to Science:</b></p> <p>Understanding the effects of drugs and alcohol on the body, particularly the heart and liver. Learning about human anatomy, particularly in relation to physical health and well-being.</p> <p><b>Links to Physical Education:</b></p> <p>Encouraging physical activity as part of maintaining health and well-being. Emphasising the link between physical exercise and mental health.</p> <p><b>Links to SMSC</b></p> <ol style="list-style-type: none"> <li>1. <u>Spiritual Development</u> Promoting self-reflection on well-being and the impact of lifestyle choices.</li> </ol>	<p><b>Links to English:</b></p> <p>Opportunities for reflective writing on emotional well-being, grief, and personal experiences with online communication.</p> <p><b>Links to Science:</b></p> <p>Understanding the biology behind stress and mental health, and the impact of technology on brain development.</p> <p><b>Links to Computing:</b></p> <p>Learning about online safety, digital citizenship, and responsible use of technology.</p> <p><b>Links to Physical Education:</b></p> <p>Connection between physical activity and mental well-being; promoting a healthy lifestyle for both body and mind.</p> <p><b>Links to SMSC</b></p> <ol style="list-style-type: none"> <li>1. <u>Spiritual Development</u> Reflecting on personal emotional health and exploring ways to cope with grief and loss.</li> <li>2. <u>Moral Development</u></li> </ol>	<p><b>Links to Science:</b></p> <p>Exploring human biology, reproduction, and the physical changes that occur during puberty.</p> <p><b>Links to Physical Education:</b></p> <p>Understanding the importance of physical health, fitness, and self-care during puberty. Learning about personal hygiene and well-being during puberty, as well as mental and emotional health.</p> <p><b>Links to Art and Design:</b></p> <p>Encouraging self-expression through creative activities that promote positive body image and self-esteem.</p> <p><b>Links to SMSC</b></p> <ol style="list-style-type: none"> <li>1. <u>Spiritual Development</u> Reflecting on personal identity and self-worth and exploring one's feelings about changes during adolescence.</li> <li>2. <u>Moral Development</u></li> </ol>

	<p>Understanding global issues such as poverty, education inequality, and children's rights across different regions. Exploring how individual actions can impact both local and global communities.</p> <p><b>Links to SMSC</b></p> <p>1. <u>Spiritual Development</u> Reflecting on personal goals, values, and identity. Understanding how individual behaviour aligns with moral and ethical beliefs about fairness and rights.</p> <p>2. <u>Moral Development</u> Learning to distinguish right from wrong in relation to global issues and the rights of children. Understanding how personal actions can positively or negatively impact others and making informed choices about behaviour.</p> <p>3. <u>Social Development</u> Encouraging participation in school and community decision-making processes (e.g., class councils, votes). Understanding the role of teamwork and cooperation in creating positive change both locally and globally.</p> <p>4. <u>Cultural Development</u> Developing awareness of the diversity of cultures around the world, and how different societies meet the needs and rights of children. Promoting a respect for democracy and understanding of different political systems that uphold or fail to uphold rights.</p>	<p>individuals with disabilities or differences.</p> <p><b>Links to Religious Education:</b> Exploring diverse beliefs and values, promoting respect for different religious practices and cultural traditions. Discussions on moral responsibility and empathy.</p> <p><b>Links to Citizenship:</b> Links to <b>human rights, anti-discrimination laws</b>, and learning how the law protects individual freedoms. Developing an understanding of how to be active and responsible citizens, promoting inclusion and fairness.</p> <p><b>Links to SMSC</b></p> <p>1. <u>Spiritual Development</u> Encouraging self-reflection and a deeper understanding of personal identity and the value of difference. Promoting acceptance and respect for diverse spiritual beliefs and practices.</p> <p>2. <u>Moral Development</u> Developing pupils' ability to distinguish between right and wrong in contexts such as bullying and discrimination. Encouraging responsible and empathetic behaviour toward others, understanding moral reasons behind inclusion and anti-bullying.</p> <p>3. <u>Social Development</u> Helping pupils understand the importance of working together in diverse communities and respecting differences. Promoting positive social interactions and respect within group activities, understanding how inclusion creates stronger communities.</p> <p>4. <u>Cultural Development</u> Encouraging an appreciation of cultural diversity, learning about different cultures and how they enrich society.</p>	<p>1. <u>Spiritual Development</u> Encouraging self-reflection and understanding personal values and aspirations. Promoting a sense of purpose and connection to broader societal goals.</p> <p>2. <u>Moral Development</u> Developing the ability to make responsible choices about personal goals and how these can affect others. Understanding the ethical implications of global issues and the importance of social responsibility.</p> <p>3. <u>Social Development</u> Collaborating with peers on projects aimed at helping the community or addressing global concerns. Building teamwork and communication skills through group activities.</p> <p>4. <u>Cultural Development</u> Recognising diverse perspectives on global issues and the contributions of different cultures to problem-solving. Exploring how cultural background influences personal goals and values.</p>	<p>Encouraging pupils to reflect on their emotions and attitudes towards mental health.</p> <p>2. <u>Moral Development</u> Exploring the moral implications of drug misuse and the choices people make regarding their health. Discussing exploitation and gang involvement as unethical behaviours.</p> <p>3. <u>Social Development</u> Developing social skills through discussions on mental health, well-being, and how to support others emotionally. Promoting social responsibility regarding avoiding harmful behaviours and contributing positively to the community.</p> <p>4. <u>Cultural Development</u> Exploring how different culture's view health, drugs, and mental illness. Understanding the social and cultural influences on behaviours such as gang membership and drug misuse.</p>	<p>Understanding the ethical implications of how we treat others online, recognizing manipulative or controlling behaviour, and using technology responsibly.</p> <p>3. <u>Social Development</u> Developing positive, respectful relationships both online and offline. Learning to support friends and family in difficult times.</p> <p>4. <u>Cultural Development</u> Exploring different cultural attitudes towards grief, mental health, and how people connect using technology.</p>	<p>Discussing the ethical aspects of relationships, consent, and respecting oneself and others.</p> <p>3. <u>Social Development</u> Building communication skills and understanding how to maintain friendships and relationships through the changes of puberty.</p> <p>4. <u>Cultural Development</u> Exploring how different culture's view puberty, body image, and relationships, promoting acceptance and understanding of diversity.</p>
--	--	---	---	--	---	---

		Providing opportunities to celebrate cultural contributions to art, music, and literature from diverse groups, including individuals with disabilities.				
<p>Intended Outcomes of the Unit.</p> <p><i>*note these objectives could be covered within these units, however suggested coverage is documented below.</i></p> <p>It is deemed unnecessary to place the following objectives within specific units due to the nature of them being essential to learning sequences. It should therefore be noted that the following objectives should form a thread throughout each unit and be taught where appropriate:</p>	<p><b>Intended Outcomes of the Unit:</b></p> <p><u>Personal Development and Emotional Well-being</u> Pupils will have identified personal goals for the academic year, reflecting on their ambitions, strengths, and areas for growth. They will understand how to articulate their fears or concerns about the future, and practice expressing these in a safe and supportive environment. Pupils will develop confidence in expressing their emotions, worries, and aspirations in a healthy way, recognizing that these feelings are a normal part of personal development.</p> <p><u>Understanding Rights and Global Awareness</u> Pupils will have a clear understanding of the universal rights all children are entitled to, as outlined by the United Nations Convention on the Rights of the Child (UNCRC). They will recognise that, while these rights are universal, many children around the world do not have their basic rights met, and they will begin to develop empathy and concern for global inequalities.</p> <p><u>Social Responsibility and Empathy</u> Pupils will understand that their actions, both positive and negative, can impact others in their local community and globally. They will be able to make connections between their daily choices and the broader social, environmental, and ethical implications. Through discussions and case studies, pupils will develop empathy for others who are affected by injustice or lack of rights, both locally and globally.</p>	<p><b>Intended Outcomes of the Unit:</b></p> <p><u>Understand Different Perceptions of Normal</u> Recognise that “normal” can mean different things to different people, and be able to discuss how cultural, social, and personal perspectives shape what is considered normal.</p> <p><u>Recognise the Impact of Difference</u> Understand how being different can impact a person’s life both positively and negatively (e.g., through discrimination or celebration of uniqueness).</p> <p><u>Understand Power Dynamics and Bullying</u> Be able to explain how one person or group can exert power over another and how this may lead to bullying or exclusion. Understand the reasons people use bullying behaviours and how to address or challenge them.</p> <p><u>Celebrate the Lives of People with Disabilities</u> Know examples of people with disabilities who have made significant contributions to society and how these individuals lead inspiring lives.</p> <p><u>Understand Difference as a Source of Conflict and Celebration</u> Recognise that difference can lead to both conflict (e.g., misunderstanding, prejudice) and celebration (e.g., diversity festivals, achievements).</p>	<p><b>Intended Outcomes of the Unit:</b></p> <p><u>Identify Personal Strengths and Goals</u> Recognise their learning strengths and set challenging yet achievable goals for themselves in various aspects of life.</p> <p><u>Develop Action Plans</u> Understand the steps needed to achieve their goals and develop motivation strategies to stay on track.</p> <p><u>Discuss Global Issues</u> Identify problems in the world that concern them, articulate their views, and engage in discussions with peers.</p> <p><u>Collaborate for Change</u> Work effectively with others to contribute to making the world a better place, demonstrating teamwork and problem-solving skills.</p> <p><u>Accept and Reflect on Feedback</u> Understand how their peers perceive them positively and accept praise, fostering self-esteem and confidence.</p>	<p><b>Intended Outcomes of the Unit:</b></p> <p><u>Take Responsibility for Health</u> Understand the importance of making informed choices about their physical and mental health.</p> <p><u>Understand the Effects of Drugs</u> Know the different types of drugs, their uses, and how they affect the body, particularly the liver and heart.</p> <p><u>Recognise Exploitation and Gangs</u> Understand how some people can be exploited and why some people join gangs, as well as the risks involved.</p> <p><u>Emotional Well-being</u> Develop an understanding of emotional wellness and mental health, and explore society’s attitudes toward mental illness.</p> <p><u>Manage Stress</u> Recognise the triggers of stress, understand how it can lead to unhealthy behaviours (e.g., drug and alcohol misuse), and learn healthy coping mechanisms.</p>	<p><b>Intended Outcomes of the Unit:</b></p> <p><u>Understand Mental Health</u> Recognise the importance of taking care of their mental health and develop strategies to do so.</p> <p><u>Cope with Grief and Loss</u> Understand the stages of grief and recognise that loss comes in various forms, knowing how to support themselves and others through grief.</p> <p><u>Recognise Manipulative Behaviour</u> Be able to identify when someone is trying to gain power or control over them, particularly in online situations.</p> <p><u>Practice Online Safety</u> Learn how to judge whether online content is safe or helpful and how to use technology in positive, healthy ways.</p>	<p><b>Intended Outcomes of the Unit:</b></p> <p><u>Understand Boyd Changes</u> Recognise and explain the physical and emotional changes that occur during puberty for both boys and girls.</p> <p><u>Self-Image Awareness</u> Be aware of their own self-image and the impact of body image on their self-esteem.</p> <p><u>Understanding Development</u> Describe the stages of human development from conception to birth, understanding the basics of reproduction.</p> <p><u>Healthy Relationships</u> Understand how physical attraction influences relationships and how to navigate these feelings while maintaining personal identity.</p> <p><u>Positive Self-Esteem</u> Recognise the importance of positive self-esteem and identify ways to enhance it in themselves and others.</p>

	<p><u>Behaviour, Choices and Consequences</u> Pupils will make informed choices about their behaviour, understanding that their rights come with responsibilities. They will reflect on how these decisions have consequences for both themselves and others. They will learn to associate their behaviour with rewards (positive reinforcement) and consequences (negative outcomes) in a way that encourages responsible and respectful actions.</p> <p><u>Group Dynamics and Cooperation</u> Pupils will develop an understanding of how their behaviour impacts the dynamics of a group, whether in school, extracurricular activities, or the wider community. They will practice collaboration and cooperation, learning how to work effectively within a group to achieve shared goals.</p> <p><u>Democracy and Active Participation</u> Pupils will understand the principles of democracy, including the importance of having a voice and participating in decision-making processes. They will recognise the value of actively contributing to the school community, whether through class discussions, school council elections, or other democratic forums. In addition, they will learn to respect the opinions and voices of others, even when they differ from their own, promoting a sense of fairness and inclusivity.</p>					
--	---	--	--	--	--	--

<b>B-Squared Progression step to achieve</b>	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.
--	--	--	--	--	--	--

<p>Suggested small step progression</p>	<p><u>Introduction to Goal-Setting</u>  <b>WALT:</b> identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <ul style="list-style-type: none"> <li>- Discuss the importance of goal-setting and how it helps with personal development.</li> <li>- Explain that everyone sets goals to improve and grow.</li> <li>- Encourage pupils to think about their strengths and areas they would like to improve.</li> <li>- Provide a reflection worksheet where they can jot down ideas (e.g., "One thing I'm good at, one thing I want to work on").</li> <li>- Guide pupils through setting <b>SMART goals</b> (Specific, Measurable, Achievable, Relevant, Time-bound).</li> <li>- Help pupils formulate 2-3 goals for the school year (e.g., academic, social, or personal goals).</li> <li>- Open a conversation about common fears or worries for the future (e.g., making new friends, moving to a new school year).</li> <li>- Use an anonymous "worry box" or worry tree where pupils can submit their concerns without feeling judged.</li> <li>- Teach pupils techniques for expressing worries (e.g., talking to a trusted adult, journaling, drawing, or mindfulness exercises).</li> <li>- Provide examples of how to talk about worries in a positive and constructive way.</li> </ul> <p><u>Introduction to Children's Rights</u>  <b>WALT:</b> understand that there are universal rights for all children but for many children these rights are not met.</p> <ul style="list-style-type: none"> <li>- Introduce the concept of universal children's rights, referring to the United Nations Convention on the Rights of the Child (UNCRC).</li> <li>- Use visual aids or videos to highlight key rights (e.g., education, health care, safety, freedom of expression).</li> </ul>	<p><u>Introduction to Perceptions</u>  <b>WALT:</b> understand there are different perceptions about what normal means.</p> <ul style="list-style-type: none"> <li>- Ask pupils to define "normal" and discuss what it means in different contexts (e.g., in school, at home, in different cultures).</li> <li>- Share examples of things that are "normal" in one context but different in another (e.g., wearing certain clothes, eating specific foods).</li> <li>- Have pupils reflect on what feels normal to them and why, acknowledging that others may see things differently.</li> <li>- Discuss why it's important to respect other people's "normal" and how diversity of experiences makes society richer.</li> </ul> <p><u>Understanding Differences</u>  <b>WALT:</b> understand how being different could affect someone's life.</p> <ul style="list-style-type: none"> <li>- Begin with defining "difference" (e.g., physical, cultural, emotional differences) and discussing how it's a part of life.</li> <li>- Provide examples of people who are different and discuss how these differences have affected their lives (positively and negatively).</li> <li>- Engage in activities where pupils imagine what it might feel like to be treated differently because of how they look, think, or behave.</li> <li>- Facilitate a conversation about how pupils can ensure that differences are respected and supported in their community.</li> </ul> <p><u>Introduction to Power Dynamics</u>  <b>WALT:</b> explain some of the ways in which one person or a group can have power over another.</p>	<p><u>Strengths and Goal Setting</u>  <b>WALT:</b> identify my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).</p> <ul style="list-style-type: none"> <li>- Have pupils reflect on their strengths through self-assessment and discussion with peers.</li> <li>- Guide pupils in creating one in-school goal (e.g., improving a subject) and one out-of-school goal (e.g., a sports or personal development goal).</li> <li>- Allow pupils to share their goals in pairs or small groups for peer feedback.</li> </ul> <p><u>Steps, Motivation Techniques and Goal Tracking</u>  <b>WALT:</b> work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <ul style="list-style-type: none"> <li>- Teach pupils to break down their goals into smaller, manageable steps (e.g., daily tasks).</li> <li>- Discuss strategies to stay motivated (e.g., positive self-talk, reward systems).</li> <li>- Provide a way for pupils to track their progress towards their goals visually (e.g., goal charts).</li> </ul> <p><u>Exploring Global Issues</u>  <b>WALT:</b> identify problems in the world that concern me and talk to other people about them.</p> <ul style="list-style-type: none"> <li>- Brainstorm global problems (e.g., climate change, poverty) and encourage pupils to choose one that resonates with them.</li> <li>- Have pupils research their chosen issue and present it to the class or in small groups.</li> <li>- Facilitate class discussions where pupils can express their</li> </ul>	<p><u>Healthy Choices</u>  <b>WALT:</b> take responsibility for my health and make choices that benefit my health and well-being.</p> <ul style="list-style-type: none"> <li>- Have pupils reflect on their current lifestyle choices regarding diet, exercise, and emotional well-being.</li> <li>- Teach pupils about the impact of balanced nutrition, physical activity, and sleep on their health.</li> <li>- Guide pupils in setting realistic health goals (e.g., eating more fruits/vegetables or practicing mindfulness).</li> </ul> <p><u>Types of Drugs and Effects on the Body</u>  <b>WALT:</b> know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <ul style="list-style-type: none"> <li>- Introduce different categories of drugs (e.g., medicinal, recreational, legal, illegal).</li> <li>- Discuss how drugs impact the liver, heart, and other organs, highlighting both positive (medicine) and negative effects (misuse).</li> <li>- Explore real-life scenarios where drugs are used appropriately and inappropriately, encouraging reflection on consequences.</li> </ul> <p><u>Understanding Exploitation/ Recognise Warning Signs</u>  <b>WALT:</b> understand that some people can be exploited and made to do things that are against the law.</p> <ul style="list-style-type: none"> <li>- Define exploitation and discuss examples (e.g., peer pressure, child labour, gang involvement).</li> <li>- Teach pupils to recognise signs of exploitation and how to seek help.</li> <li>- Discuss ways to avoid becoming a victim of exploitation and the importance of making safe choices.</li> </ul> <p><u>Gangs/ Consequences of Gang Involves</u>  <b>WALT:</b> know why some people</p>	<p><u>Self-Awareness</u>  <b>WALT:</b> know that it is important to take care of my mental health.</p> <ul style="list-style-type: none"> <li>- Explore what mental health is and why it's just as important as physical health.</li> <li>- Discuss common ways to maintain mental health (e.g., mindfulness, talking to someone, balanced lifestyle).</li> </ul> <p><u>Identifying Needs/ Coping Strategies</u>  <b>WALT:</b> know how to take care of my mental health.</p> <ul style="list-style-type: none"> <li>- Reflect on personal mental health and identify triggers that cause stress or anxiety.</li> <li>- Learn specific strategies for self-care, such as relaxation techniques, exercise, and creating balance in life.</li> </ul> <p><u>Loss/ Stages of Grief</u>  <b>WALT:</b> understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <ul style="list-style-type: none"> <li>- Discuss different forms of loss (e.g., death, friendships ending, moving homes) and how these can impact people emotionally.</li> <li>- Learn about the emotional stages of grief (denial, anger, bargaining, depression, acceptance) and how everyone experiences them differently.</li> </ul> <p><u>Recognising Manipulative Behaviours</u>  <b>WALT:</b> recognise when people are trying to gain power or control.</p> <ul style="list-style-type: none"> <li>- Explore examples of how individuals can use power or control over others (e.g., peer pressure, manipulation).</li> <li>- Learn how to respond to and resist manipulative or controlling behaviours, including reaching out to a trusted adult for help.</li> </ul> <p><u>Evaluating Online Content/ Setting Boundaries</u>  <b>WALT:</b> judge whether something online is safe and helpful for me.</p>	<p><u>Self-Rection</u>  <b>WALT:</b> be aware of my own self-image and how my body image fits into that.</p> <ul style="list-style-type: none"> <li>- Engage in activities that encourage pupils to reflect on their self-image and body image.</li> <li>- Facilitate discussions about the influence of media on body image and self-perception.</li> </ul> <p><u>Identifying Changes</u>  <b>WALT:</b> explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <ul style="list-style-type: none"> <li>- Learn about specific changes for boys and girls during puberty (e.g., menstruation, voice changes).</li> <li>- Discuss the importance of hygiene, nutrition, and mental health during puberty.</li> </ul> <p><u>Development Stages/ Birth Process</u>  <b>WALT:</b> describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <ul style="list-style-type: none"> <li>- Explore the stages of pregnancy and fetal development through diagrams and videos.</li> <li>- Learn about the birth process and different types of childbirth.</li> </ul> <p><u>Navigating Relationships</u>  <b>WALT:</b> understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.</p> <ul style="list-style-type: none"> <li>- Discuss the nature of attraction and how it can influence friendships and relationships.</li> <li>- Explore what healthy relationships look like, including consent and communication.</li> </ul> <p><u>Identify Exploration</u>  <b>WALT:</b> know myself well enough to maintain positive relationships with others</p>
---	---	--	--	--	---	--

	<ul style="list-style-type: none"> <li>- Ask pupils to reflect on their own rights (e.g., "What rights do you enjoy?").</li> <li>- Help pupils understand that rights help protect their well-being and development.</li> <li>- Introduce case studies or stories of children in different countries or situations where their rights are not met (e.g., poverty, war, lack of education).</li> <li>- Use videos or role-play to foster empathy and understanding.</li> <li>- Facilitate a discussion on why some children may not have access to their rights (e.g., poverty, conflict, discrimination).</li> <li>- Encourage pupils to think about how they can help raise awareness or take action.</li> <li>- Provide pupils with a worksheet or group task where they can write down or discuss ideas about how they can support children's rights globally (e.g., charity work, awareness campaigns).</li> </ul> <p><u>Introduce the Concept of Interdependence</u>  <b>WALT:</b> understand that my actions affect other people locally and globally.</p> <ul style="list-style-type: none"> <li>- Explain how actions (even small ones) can have a ripple effect on others, both locally (family, school) and globally (environment, people in other countries).</li> <li>- Ask pupils to brainstorm examples of how their actions affect people around them (e.g., kindness, respect, helping or hurting others).</li> <li>- Role-play scenarios where pupils explore how their actions could affect someone positively or negatively.</li> <li>- Show how individual actions (e.g., waste, recycling, purchasing) can have an impact globally (e.g., pollution, fair trade).</li> <li>- Use real-life examples like the impact of plastic waste or the</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how individuals or groups may have power over others through their behaviour, status, or influence.</li> <li>- Use examples (e.g., a boss and employee, a bully and a target) to explain how power can be used positively or negatively.</li> <li>- Discuss the impact that power imbalances can have on relationships and communities.</li> <li>- Teach pupils how to recognise unhealthy power dynamics and ways to challenge or resist them (e.g., standing up to bullying).</li> </ul> <p><u>Understanding the Reason (Bullying)</u>  <b>WALT:</b> know some of the reasons why people use bullying behaviours.</p> <ul style="list-style-type: none"> <li>- Discuss what bullying is and the different types (e.g., verbal, physical, online).</li> <li>- Explore why people may use bullying behaviour (e.g., insecurity, peer pressure, seeking control).</li> <li>- Engage pupils in discussing how to prevent bullying through empathy and inclusion.</li> <li>- Teach pupils how to respond to bullying behaviours and support those who are targeted.</li> </ul> <p><u>Introduction to Disabilities</u>  <b>WALT:</b> give examples of people with disabilities who lead amazing lives.</p> <ul style="list-style-type: none"> <li>- Define what a disability is and how it can vary from person to person.</li> <li>- Share stories of people with disabilities who have made remarkable contributions (e.g., Paralympians, Stephen Hawking).</li> <li>- Allow pupils to research someone with a disability and present how they have</li> </ul>	<p>thoughts and feelings about these issues.</p> <p><u>Group Projects/ Teamwork</u>  <b>WALT:</b> work with other people to help make the world a better place.</p> <ul style="list-style-type: none"> <li>- Organise small groups to create a project that addresses a global issue (e.g., a recycling campaign, charity fundraiser).</li> <li>- Guide pupils in planning the project steps and executing it as a team.</li> <li>- After the project, have pupils reflect on their teamwork and what they learned from the experience.</li> </ul> <p><u>Actions and Action Plans</u>  <b>WALT:</b> describe some ways in which I can work with other people to help make the world a better place.</p> <ul style="list-style-type: none"> <li>- Facilitate a session where pupils brainstorm ways they can contribute positively to their community or the world.</li> <li>- Have pupils choose one action to implement and create a plan for how to carry it out.</li> <li>- Pupils can share their action plans with the class for support and ideas.</li> </ul> <p><u>Self-Reflection/ Praise Acceptance</u>  <b>WALT:</b> know what some people in my class like or admire about me and can accept their praise.</p> <ul style="list-style-type: none"> <li>- Organise a session where pupils can give positive feedback about each other (e.g., "I admire your kindness" or "I like how you help others").</li> <li>- Teach pupils how to accept praise graciously (e.g., saying "thank you").</li> <li>- Have pupils reflect on the compliments they receive and how it makes them feel,</li> </ul>	<p>join gangs and the risks this involves.</p> <ul style="list-style-type: none"> <li>- Explore the social and emotional reasons why individuals may be drawn to gangs (e.g., seeking belonging, protection).</li> <li>- Discuss the risks and dangers of gang membership, including legal, physical, and emotional consequences.</li> <li>- Present positive alternatives for social inclusion and support, such as school clubs, sports teams, and positive peer relationships.</li> </ul> <p><u>Define Emotional Well-being/ Supporting Mental Health</u>  <b>WALT:</b> understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <ul style="list-style-type: none"> <li>- Discuss what it means to be emotionally well, covering concepts such as self-care, mindfulness, and emotional regulation.</li> <li>- Investigate societal views on mental health and discuss how stigma can affect individuals seeking help.</li> <li>- Teach pupils ways to support their own mental health and others, emphasizing empathy and understanding.</li> </ul> <p><u>Recognising Stress/ Understand the Link to Unhealthy Behaviours</u>  <b>WALT:</b> recognise stress and the triggers that cause this, and I understand how stress can cause drug and alcohol misuse.</p> <ul style="list-style-type: none"> <li>- Help pupils identify stress triggers (e.g., exams, peer pressure) and physical/emotional signs of stress.</li> <li>- Discuss how stress can lead to unhealthy coping mechanisms such as drug and alcohol misuse.</li> <li>- Teach healthy stress-management techniques such as mindfulness, relaxation exercises, and talking to trusted adults.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how to evaluate if an online source, app, or message is trustworthy, positive, or harmful.</li> <li>- Teach pupils how to set digital boundaries, including when to avoid engaging with certain websites or online communities.</li> </ul> <p><u>Safe Online Communication/ Positive Use of Technology</u>  <b>WALT:</b> use technology positively and safely to communicate with my friends and family.</p> <ul style="list-style-type: none"> <li>- Explore ways to communicate safely online (e.g., privacy settings, respectful communication).</li> <li>- Discuss examples of how to use technology to maintain and strengthen relationships, such as messaging apps, video calls, and sharing positive content.</li> </ul>	<p>whilst still keeping my own identity.</p> <ul style="list-style-type: none"> <li>- Reflect on personal interests, values, and identity in relation to friendships.</li> <li>- Discuss the importance of setting boundaries in friendships and relationships.</li> </ul> <p><u>Self-Esteem/ Goal Setting</u>  <b>WALT:</b> be aware of the importance of a positive self-esteem and what I can do to develop it.</p> <ul style="list-style-type: none"> <li>- Engage in activities that promote self-affirmation and recognition of personal strengths.</li> <li>- Encourage pupils to set personal goals that enhance their self-esteem and well-being.</li> </ul>
--	---	---	--	---	---	---

	<p>effects of supporting fair trade products.</p> <ul style="list-style-type: none"> <li>- Engage in a class discussion about how their choices affect both local communities and the wider world.</li> <li>- Encourage critical thinking: "How can small actions create bigger changes?"</li> <li>- Encourage pupils to commit to one action they can take to positively affect others (e.g., using less plastic, being kind to others).</li> <li>- Create a "global citizen" pledge or classroom display where pupils record their commitments.</li> </ul> <p><u>Behavioural Choices, Rights and Responsibilities</u></p> <p><b>WALT:</b> make choices about my own behaviour because I understand how rewards and consequences feel, and I understand how these relate to my rights and responsibilities.</p> <ul style="list-style-type: none"> <li>- Explain that every choice we make has consequences (positive or negative) and these can affect ourselves and others.</li> <li>- Discuss how having rights comes with responsibilities (e.g., the right to learn means being responsible for good behaviour in class).</li> <li>- Provide examples of everyday rights and responsibilities at school and at home.</li> <li>- Use real-life examples to explain rewards (e.g., praise, certificates) and consequences (e.g., missing playtime, loss of trust).</li> <li>- Ask pupils to think of times when they experienced a reward or consequence and how it made them feel.</li> <li>- Set up role-playing activities where pupils make choices and experience the outcomes (rewards and consequences).</li> <li>- Discuss how they felt after making different choices and how it relates to their rights and responsibilities.</li> </ul>	<p>overcome challenges and inspired others.</p> <ul style="list-style-type: none"> <li>- Reflect on the importance of inclusivity and celebrating achievements, regardless of ability.</li> </ul> <p><u>Conflict from Difference</u></p> <p><b>WALT:</b> explain ways in which difference can be a source of conflict and a cause for celebration.</p> <ul style="list-style-type: none"> <li>- Discuss how misunderstanding or prejudice about differences can lead to conflict (e.g., racial or cultural differences).</li> <li>- Highlight examples of how difference can bring richness to society (e.g., cultural festivals, diverse friendships).</li> <li>- Hold a debate on how to address conflict that arises from differences and how to celebrate diversity positively.</li> <li>- Have pupils create an action plan on how they can celebrate differences within the school and their local community.</li> </ul>	<p>reinforcing self-esteem and confidence.</p>			
--	---	--	--	--	--	--

- Ask pupils to reflect on a time when they made a choice and how it affected them and others.
- Help them plan how to make responsible choices in the future.

Group Dynamics, Positive and Negative Behaviours

**WALT:** understand how an individual's behaviour can impact on a group.

- Explain the concept of group dynamics and how one person's behaviour can influence the whole group (e.g., in a sports team or class project).
- Ask pupils to brainstorm examples of positive behaviour (e.g., cooperation, encouragement) and negative behaviour (e.g., disruption, selfishness) in a group.
- Organise role-playing activities where pupils take on different roles in group tasks, highlighting how each person's behaviour affects the group's success or failure.
- Discuss the importance of being a team player and how being considerate and respectful benefits everyone in the group.
- Ask pupils to reflect on their own behaviour in group settings and how they can improve their contributions to support the success of the whole group.

Democracy

**WALT:** understand how democracy and having a voice benefits the school community.

- Explain the concept of democracy, focusing on how decisions are made fairly and how everyone has a voice.
- Relate this to the school setting (e.g., school council, voting on class decisions).
- Ask pupils why it's important to have a say in decisions that affect them, and how they can express their opinions respectfully.



	<ul style="list-style-type: none"> <li>- Explain how democratic processes work, from voting to discussions, and give examples from their daily lives (e.g., class votes, student council).</li> <li>- Organise a class vote on an issue (e.g., choosing a class activity), guiding pupils through discussion, voting, and respecting the outcome.</li> <li>- Discuss how the class decision-making process felt and how it benefits the school community when everyone has a voice.</li> <li>- Encourage pupils to think about how they can actively participate in school democracy (e.g., joining the student council, speaking up in class).</li> </ul>					
<p>End of unit independent outcomes: *Pupils should show these within their end of unit</p>	<p>Pupils will have independently developed self-awareness, empathy, social responsibility, and an understanding of their role within both their immediate and global community.</p>	<p>Pupils will have independently recognised and respected differences in people's lives, explained how these differences can impact individuals and communities, and suggested ways to promote inclusion and celebrate diversity.</p>	<p>Pupils will have independently set and pursued personal goals, identified ways to address global issues, and worked collaboratively with others to make a positive impact in their community.</p>	<p>Pupils will have independently made informed decisions about their health and well-being, understood the risks associated with drugs and exploitation, and developed strategies for managing stress and promoting emotional wellness.</p>	<p>Pupils will have independently understood how to care for their mental health, manage grief, recognise unsafe online behaviour, and use technology positively to maintain healthy relationships.</p>	<p>Pupils will have independently understood the changes that occur during puberty, recognised the importance of a positive self-image, and learned how to maintain healthy relationships while respecting their own identity and those of others.</p>

<p>Termly End Points</p>	<p>Pupils will have independently:</p> <ul style="list-style-type: none"> <li>- Set and reflected on their own personal goals and challenges for the year.</li> <li>- Researched and presented information on children's rights, highlighting areas where these rights are not met.</li> <li>- Demonstrated an understanding of how their own actions can affect others, both locally and globally, through discussions, reflections, and classroom contributions.</li> <li>- Made responsible choices about their behaviour and reflected on how rewards and consequences relate to their rights and responsibilities.</li> <li>- Participated in a democratic process (e.g., school council elections) and reflected on the importance of having a voice in decision-making.</li> </ul>	<p>Pupils will have independently:</p> <ul style="list-style-type: none"> <li>- Identified and expressed their understanding of how different perceptions of normal affect individuals and society.</li> <li>- Recognised how being different might impact someone's life and demonstrated empathy toward those who experience discrimination.</li> <li>- Explained how power dynamics work in relationships and how they can challenge unhealthy behaviours.</li> <li>- Identified reasons behind bullying behaviours and proposed solutions for dealing with them in a positive way.</li> <li>- Celebrated examples of individuals with disabilities who have overcome challenges, inspiring others through their actions.</li> </ul>	<p>Pupils will have independently:</p> <ul style="list-style-type: none"> <li>- Set personal goals based on their strengths and developed actionable steps to achieve them.</li> <li>- Engaged in meaningful discussions about global issues that concern them and proposed collaborative actions to address these issues.</li> <li>- Recognised the importance of teamwork in making a positive impact on the community and reflected on the feedback received from peers, enhancing their self-awareness and confidence.</li> </ul>	<p>Pupils will have independently:</p> <ul style="list-style-type: none"> <li>- Taken responsibility for their own health by setting personal well-being goals and making informed choices about their physical and emotional health.</li> <li>- Gained an understanding of the effects of drugs on the body, as well as the risks associated with exploitation, gang involvement, and unhealthy behaviours.</li> <li>- Developed skills to manage stress in healthy ways and foster positive attitudes towards mental health, leading to improved emotional well-being.</li> </ul>	<p>Pupils will have independently:</p> <ul style="list-style-type: none"> <li>- Recognised that mental health is just as important as physical health and will know how to take responsibility for their own well-being.</li> <li>- Understood the different stages of grief and recognise that various types of loss (not just death) can cause people to grieve.</li> <li>- Identified when someone is trying to gain power or control over them and know how to respond appropriately.</li> <li>- Judged whether online content is safe and appropriate for them, developing the skills to navigate digital spaces safely.</li> <li>- Used technology in positive and safe ways to communicate with friends and family, understanding</li> </ul>	<p>Pupils will have independently:</p> <ul style="list-style-type: none"> <li>- Developed a deeper understanding of their own self-image and how it relates to body image, recognising the influence of media and societal standards on their perceptions.</li> <li>- Explained the physical and emotional changes that occur during puberty for both boys and girls, and articulate the importance of maintaining both physical and emotional well-being during this transition.</li> <li>- Described the stages of human development from conception through to birth, demonstrating knowledge of how a baby grows and the process of childbirth.</li> <li>- Understood how physical attraction can change relationships and what it</li> </ul>
--------------------------	---	---	---	---	---	---

		<ul style="list-style-type: none"> <li>- Reflected on how differences can be both a cause for conflict and a reason for celebration, proposing actions to foster inclusivity and respect.</li> </ul>			<p>the importance of respectful online interactions.</p>	<p>means to have a girlfriend or boyfriend, including the importance of communication and respect in these relationships.</p> <ul style="list-style-type: none"> <li>- Recognised the significance of positive self-esteem and be able to identify personal strengths and strategies for maintaining a healthy self-image while developing and sustaining positive relationships with others.</li> </ul>
--	--	--	--	--	--	--