

# Ackworth Howard C of E School

Educating for 'life in all its fullness.'



## PSHE Curriculum – Essential Knowledge

# Intent

At Ackworth Howard J&I School, we believe that our PSHE curriculum is at the centre of developing the mind body and spirit. Through quality, interweaved concepts we create global citizens, ready and prepared for any future path they choose. We believe our PSHE curriculum should develop: the mind (aspirational expectations of themselves and others, well-prepared learners and purposeful relationships in the community), the body (emotionally intelligent, tolerant and respectful citizens) and spirit (empowered with ability to lead by example, ambassadors of change, with a prophetic voice and radical hospitality)



## **Mind**

Through engaging and cross-curricular lessons, pupils will develop high expectations of themselves and others in all aspects of school life, including how they apply their knowledge to become excellent learners. They will continue to build and foster purposeful relationships in the classroom, school and community through understanding their role in themselves, their school, the community and the wider world.



## **Body**

Through exploring a range of complex and broad values and issues, the pupils will develop emotional intelligence, gaining a wider view of themselves, others and the wider world. Across discrete PSHE lessons and other subjects they will encounter a diverse and varied selection of people and cultures, embedding complete tolerance for all and enabling them to become aspirational and respectful citizens.



## **Spirit**

They will encounter opportunities to develop their leadership skills and strive to obtain the attributes needed for greatness, including radical hospitality, enabling them to become the leaders of the future. Through an enlightened understanding they will become the ambassadors of change to achieve the visionary goals they set for themselves and others.

# Essentials for PSHE...

PSHE is the heartbeat of our curriculum and the salient vehicle for fulfilling our vision of 'educating for life in all its fullness'. It provides the platform for pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. We believe that in making PSHE and personal development a priority, we equip the children with the tools for life-long learning.

During key stages 1 and 2, our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. We put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to our PSHE curriculum, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The HeartSmart and Global Citizen threads take this in to account gives children the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of our core Christian values including friendship, trust, compassion, and forgiveness.

# Essentials for PSHE...

- All pupils have opportunities to develop and understand the concept of **identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- Access to a progressive curriculum that puts in place the key building blocks of healthy, respectful **relationships**, focusing on family and friendships, in all contexts, including online.
- Understand how to live a **healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Explore and understand different **risks** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Explore and understand **diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Understand and explain **rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- Explore and understand **change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Understand the concept of **power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Exploration of **careers** (including enterprise, employability and economic understanding)

# Essentials for PSHE...

## **DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!**

Empathy. Exploring the importance of others and how to love them well. Too Much Selfie isn't Healthy is about working well with others, about being a good listener and understanding that life is more about we than me. Love without action isn't love, it's a thought. Love requires an out; love does. By contributing to the lives of others we find fulfilment for ourselves and learn that Too Much Selfie isn't Healthy!

## **VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!**

Forgiveness. Learn how to process negative emotions, disappointment and hurt. Don't Rub it in, Rub it Out! means choosing to forgive, leaving the pointing finger in our pocket and accepting that we too need grace just as much as we give it away. Everyone makes mistakes. Don't demand perfection, instead celebrate progress, that's what love does.

## **SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

Identity. Learn how to be authentically you and how to communicate truth well. Fake is a Mistake is about having the courage to tell the truth when we need to but it's also about knowing that we're enough as we are, that the whispers of shame are lies to be ignored. We don't have to pretend to be something or someone that we're not because we're enough as we are. Right now.

## **HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART**

Wholeheartedness. Learn what it is to be HeartSmart and how we can Power ON to love ourselves and others well. The life of our heart affects the whole of our life. What we put into our hearts will affect what we put our hearts into. Our lives will be greater or worse, more courageous or more fearful as a result of what's in our heart. Therefore, learning how and when to lead and guard our hearts is essential for resilient living.

## **RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE**

Grit. Learn how to develop and maintain a growth mindset. The British explorer Shackleton famously adjusted his South Pole mission towards survival but President Lincoln remained constant with his goal towards the presidency. One adapted and one remained but both persevered, both saw a hope hidden to most and both knew that 'No Way Through' isn't True!"

## **ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!**

Self-worth. Learn how to love and value yourself well. You're important, you matter, you're one in a million and above all you're loved. These are messages that we all need to hear, believe and remember – because sometimes we forget. The healthier our internal dialogue, the greater our sense of worth which is the cornerstone of character and resilience. How kind are the thoughts we listen to? How patient are we with ourselves? How often do we find ourselves listening to the Scrapman?

# Collective Worship PSHE links...

## Year 1

### **Collective Worship 1 - Too Much Selfie isn't Healthy – The Good Samaritan**

There are 7.6 billion people in the world. We want children to know that they are loved but HeartSmart is about loving others too, as Jesus says in Mark 12:31, "Love your neighbour as yourself". Using the story of the Good Samaritan from Luke 10, we want children to explore the happiness that comes by thinking about themselves less and considering others more. We want to create a culture defined by empathy and challenge children to live #Unselfie.

### **Collective Worship 2 - Too Much Selfie isn't Healthy - #Unselfie Challenge Results**

Announce the #Unselfie Challenge results and make space for children's #Unselfie stories. We want children to learn about the importance of getting along with others and to explore three ways of growing in empathy - listening well by being interested, looking up from our screens and looking out, being aware of the needs around us. We will finish by reflecting on Jesus' death on the cross - the ultimate #Unselfie act.

### **Collective Worship 3 - Don't Rub it in Rub it Out – Give yourself the gift of forgiveness**

We want children to know that when they get hurt they often want to get even. The drive to make things fair is strong. They want to rub it in, get their own back, let that person know that they're not ok. But this ends up hurting themselves. The only way through hurt is to rub it out. Forgiveness is the best gift that they can give themselves and it's an important theme in the Bible. Ephesians 4:32 reminds us 'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.'

### **Collective Worship 4 - Don't Rub it in Rub it Out – My heart hurts**

Last time we talked about rubbing it out, forgiveness. In this collective worship we talk about the importance of letting the hurt out, not burying it, but letting it out. How do we handle negative emotions without damaging others in the process. Where do you go? Who do you talk to? What do you do when you're feeling blue? If our leg hurts we might sit down, if we have a headache we might lie down or take a tablet. What do we do when our heart hurts? 1 Peter 5:7 says, we can take our cares to God and tell Him how we are feeling because He loves us.

### **Collective Worship 5 - Fake is a Mistake – Truth will last forever**

We want the children to consider why they tell lies and the consequences when they do. Telling the truth requires courage, nevertheless we want children to choose to resolve to tell the truth always for 'Truth will last forever' Proverbs 12:19. We want them to understand that this not only shows love towards others but also towards themselves and to God. Telling the truth is the cornerstone of true friendship.

### **Collective Worship 6 - Fake is a Mistake – The best me is the true me**

One of the ways that we can be fake is by pretending that we're something that we're not. We do this because we want to be liked. We want the children to know that being 'Fake is a Mistake!' because the real them is better than anyone or anything that they might pretend to be. We are all so special and precious to God that in 1 John 3:1 He calls us His children, 'See what love the Father has given us, that we should be called children of God; and that is what we are.' We want them to enjoy who they are and to be true to themselves and others.

# Collective Worship PSHE links...

## Year 1

### **Collective Worship 7 - Get HeartSmart – Love others and ourselves**

We want the children to know that we all have a body, a mind and a heart. The heart is the epicentre of who we are, the driving force of why we do what we do. We want the children to understand that there are times to listen to our heart and times to lead our heart. Jesus says in Matthew 22: 36-40 that loving God and loving others and ourselves are the two greatest commandments. If we want to live well we need to love well. This is HeartSmart.

### **Collective Worship 8 - Get HeartSmart – Making ourselves strong and understanding love**

The heart is effectively a pump. It pumps out what comes in. Biologically speaking, this is blood. Emotionally speaking, this is our friends, what we watch, how we think and what we surround ourselves with. Proverbs 4:23 tells us to “Guard your heart for everything you do flows from it.” The object of this assembly is to encourage children to consider what they allow in to their hearts and to equip them in the area of self-regulation. We want them to know that they have a choice of what they allow into their hearts and to understand what we mean and don’t mean when we use the word, ‘love’.

### **Collective Worship 9 - ‘No Way Through’ isn’t True - Believe there is a way**

We want children to know that when they face challenging situations, they don’t need to give up. We want them to know that there is always a way through. In every situation, maths, reading, friendship there is always an opportunity for children to respond with hope. We want them to know that the first part of finding the solution and way through is by believing that there is one. We want the children to grow in perseverance and to put this into practice in the classroom for as 2 Chronicles 15:7 says, ‘Be strong. Don’t give up, because you will get a reward for your good work.’

### **Collective Worship 10 - ‘No Way Through’ isn’t True – Have hope in your heart**

HeartSmart is about love. Our hearts are made healthy by love, love is what makes our heart smart. Hope is the fruit of a healthy heart, believing that there's always a way through. ‘No Way Through’ isn’t True shows that we love ourselves enough to never give up, to keep hoping and believe always. It also shows that we love others enough to look for the potential lying dormant within them. In this Worship we look at a Bible hero who knew ‘No Way Through’ wasn’t true - David.

### **Collective Worship 11 - Don’t Forget to Let Love in – The prodigal son – unconditional love**

We want children to know that they are valued, that they are one in a million and that they are loved. We want them to consider who in their life makes them feel safe, valued and loved as well as understanding that God is a God of love who created them to be loved by Him. This collective worship explores the way in which children understand that they’re loved by looking at the 5 love languages and how God shows us all his love through the story of the prodigal son (Luke 15).

### **Collective Worship 12 - Don’t Forget to Let Love in – God’s voice of love**

Letting Love In is all about listening to God’s voice that says “you’re one in a million, you have value, dignity and purpose”. John 3:16 tells us that God loved the world so much, he sent his only son to die for us. This assembly focusses on the true and false voices that we can hear in our heads. It helps children tune into God’s voice of love and recognise any other voice should be ignored. Instead of trash, they are treasure, instead of being pointless they have purpose and instead of only having one chance they always have a second chance to thrive.



# Early Years PSHE

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>PSED: Self-confidence and awareness</u></b></p> <p><b><u>30 to 50 months:</u></b></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> </ul> <p><b><u>40 to 60+ months:</u></b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b><u>Early learning goal – self-confidence and self-awareness:</u></b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p><b><u>DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!</u></b></p> <p><b><u>NURSERY</u></b></p> <ul style="list-style-type: none"> <li>• consider and list the people in their lives who are special to them</li> <li>• talk about the people in their homes that they love</li> <li>• Read facial expressions and find ways to encourage their friends and cheer them up when they are sad</li> <li>• say ways they can encourage one another</li> <li>• notice when a friend needs their help and begin to suggest ways to help</li> <li>• suggest ways to look after wildlife</li> </ul> <p><b><u>Nursery Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• Be kind to one another. Ephesians 4:32</li> <li>• As for me and my house we will serve the Lord. Joshua 24:15</li> <li>• I have told you these things so that you can have the same joy I have. I want your joy to be the fullest joy. John 15:11</li> <li>• Don't ever forget kindness and truth. Proverbs 3:3</li> <li>• We must not become tired of doing good. Galatians 6:9</li> <li>• Then God said, "Let the water be filled with living things, and let birds fly in the air above the earth. Genesis 1:20</li> </ul> <p><b><u>RECEPTION</u></b></p> <ul style="list-style-type: none"> <li>• suggest special things they like to do with special people</li> <li>• understand all families are important and special and that others people's families can look different to their family</li> <li>• to understand ways that people show how they are feeling and notice when others are upset or need help</li> <li>• identify and use appropriate ways to show care and affection for others</li> <li>• show love to others when they need help and respond to the needs of others</li> <li>• suggest people who help them at school and suggest ways to thank the people who help them</li> </ul> <p><b><u>Reception Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• I have not stopped giving thanks to God for you. I remember you in my prayers. Ephesians 1:16</li> <li>• Do everything in love. 1 Corinthians 16:14</li> <li>• Do for others just what you want them to do for you. Luke 6:31</li> <li>• Show respect for all people. 1 Peter 2:17</li> <li>• Do not be interested only in your own life, but be interested in the lives of others. Philippians 2:4</li> </ul>	<p><b><u>Role Play Suggestions:</u></b> Role play area: Birthday party (reference the Boris the Robot story) - balloons, wrapping paper, candles, party food, birthday cards, birthday banners, boxes to wrap, invitations, mixing bowl, etc.</p> <p><b><u>Enhanced Continuous Provision Ideas:</u></b> Writing area: Make Birthday cards/invitations. Mathematics area: Birthday cakes out of play dough – how many candles do you need? Sand/Water/Exploration area: Birthday party sensory tub – fill tub with selection of items associated with Birthdays – wrapping paper, candles, bows, confetti, bright materials. Ensure variety of colours and textures. Creative area: Wrapping boxes to make presents. Small world/Construction area: Families and homes Outdoor area: Tidying and cleaning the outdoor area – sweep the leaves, wash the toys</p> <p><b><u>Book Suggestions:</u></b> Guess how much I love you? By Sam McBratney A Quiet Night In by Jill Murphy</p>



# Early Years PSHE

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>PSED: Managing feelings and behaviour</u></b></p> <p><b><u>30 to 50 months:</u></b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<p><b><u>VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!</u></b></p> <p><b><u>NURSERY</u></b></p> <ul style="list-style-type: none"> <li>• describe some things they like to do with their friends</li> <li>• work cooperatively with others</li> <li>• listen carefully to instructions and work cooperatively with each other</li> <li>• demonstrate different ways to be kind</li> <li>• describe ways to be a good friend using body parts (ears, listening etc.)</li> <li>• describe how they feel in different situations</li> </ul> <p><b><u>Nursery - Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• Dear friends, we should love each other, because love comes from God. 1 John 4:7</li> <li>• Look out for one another's interests, not just for your own. Philippians 2:4</li> <li>• Love one another, and be kind and humble with one another. 1 Peter 3:8</li> <li>• Just as lotions and fragrance give sensual delight, a sweet friendship refreshes the soul. Proverbs 27:9</li> <li>• Let your hope keep you joyful, be patient in your troubles, and pray at all times. Romans 12:12</li> </ul> <p><b><u>RECEPTION</u></b></p> <ul style="list-style-type: none"> <li>• describe ways to be a 'super' friend</li> <li>• think of ways to ensure everyone is included in their class</li> <li>• children can listen carefully to one another</li> <li>• children can think of and use kind words and phrases when talking to others</li> <li>• exploring how we should treat others kindly, even if they do not</li> <li>• list reasons for saying sorry and think about why it is important</li> </ul> <p><b><u>Reception - Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• Friends always show their love. Proverbs 17:17</li> <li>• Do not look out only for yourselves. Look out for the good of others also. 1 Corinthians 10:24</li> <li>• Everyone must be quick to listen, but slow to speak and slow to become angry. James 1:19</li> <li>• Kind words are like honey—sweet to the taste and good for your health. Proverbs 16:24</li> <li>• Do what is right to other people. Love being kind to others. And live humbly, trusting your God. Micah 6:8</li> <li>• Do for others just what you want them to do for you. Luke 6:31</li> </ul>	<p><b><u>ROLE PLAY SUGGESTIONS:</u></b> Role play area: Super-friend HQ. Super hero dressing up, telephone, note pad, binoculars, super hero posters, computer keyboard, capes, etc.</p> <p><b><u>ENHANCED CONTINUOUS PROVISION IDEAS:</u></b></p> <p>Writing area: Draw your Super-friend and write a speech bubble. Write a comic strip for super friends.</p> <p>Mathematics area: Number challenges to be completed in pairs.</p> <p>Sand/Water/Exploration area: Problem solving in pairs – freeze a toy figure in a block of ice and ask the children to find ways to be super kind and free the toy.</p> <p>Creative area: Make Super-friend medals or awards for a super friend</p> <p>Small world/Construction area: Build Super-friend HQ using blocks</p> <p>Outdoor area: Chalk faces – fill in the different expressions – happy, sad, cross, excited etc.</p> <p><b><u>BOOK SUGGESTIONS:</u></b></p> <p>Grumpy Frog by Ed Vere          Sorry by Norbert Landa          The Squirrels who squabbled by Rachel Bright</p>

# Early Years PSHE

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>PSED: Managing feelings and behaviour continued...</u></b></p> <p><b><u>40 to 60+ months:</u></b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b><u>Early learning goal – Managing feelings and behaviour:</u></b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>	<p><b><u>SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!</u></b></p> <p><b><u>NURSERY</u></b></p> <ul style="list-style-type: none"> <li>• differentiate between things that are true and not true</li> <li>• recognise that it is important to tell the truth</li> <li>• identify words which are kind and true and which are unkind and untrue</li> <li>• suggest reasons they are thankful to be themselves</li> <li>• suggest things they are thankful for</li> <li>• talk about the different things they do in their homes with their families</li> </ul> <p><b><u>Nursery Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• Walk straight, act right, tell the truth. Psalm 15:2</li> <li>• He delights in those who tell the truth. Proverbs 12:22</li> <li>• Careless words stab like a sword. But wise words bring healing. Proverbs 12:18</li> <li>• I praise you because you made me in an amazing and wonderful way Psalm 139:14</li> <li>• Be thankful in all circumstances. 1 Thessalonians 5:18</li> <li>• You are holy people. You belong to the Lord your God. He has chosen you from all the people on earth. You are his very own. Deuteronomy 7:6</li> </ul> <p><b><u>RECEPTION</u></b></p> <ul style="list-style-type: none"> <li>• differentiate between things that are true and not true, using the words truth and lies</li> <li>• show they can be kind and encouraging to others in different ways</li> <li>• consider how important it is to be honest and always tell the truth and describe the impact a lie can have</li> <li>• explore the concept of being yourself is the best you can be, and speak confidently to a group as themselves and as a character?</li> <li>• confidently list the things they are thankful for</li> <li>• talk about their homes and families, confidently</li> </ul> <p><b><u>Reception Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• A lie has a short life, but truth lives on forever. Proverbs 12:19</li> <li>• And so encourage one another and help one another, just as you are now doing. 1 Thessalonians 5:11</li> <li>• The truth will free you. John 8:32</li> <li>• God has chosen you and made you his holy people. He loves you. Colossians 3:12</li> <li>• Be thankful in all circumstances. 1 Thessalonians 5:18</li> <li>• You are chosen by God. 1 Peter 2:9</li> </ul>	<p><b><u>Role Play Suggestions:</u></b> Role play area: Fancy dress - who will you be today? Selection of fancy dress costumes and props.</p> <p><b><u>Enhanced Continuous Provision Ideas:</u></b></p> <p>Writing area: Thank you cards.</p> <p>Mathematics area: Sorting shapes – a square is always a square, it can't be a circle.</p> <p>Sand/Water/Exploration area: Find the real and fake money in the water using magnets.</p> <p>Creative area: Playdough robots using googly eyes, pipe cleaners, dried pasta etc.</p> <p>Small world/Construction area: 'The Truth According to Arthur' retelling using small world toys and simple props.</p> <p>Outdoor area: Mud cupcakes – using soil and small flowers, seeds etc for decoration. Ask which the children would rather eat, a real cake or a fake one?</p> <p><b><u>Book Suggestions:</u></b></p> <p>The Truth According to Arthur by Tim Hopgood</p> <p>Little Princess 'I didn't do it' by Tony Ross</p> <p>Words and your heart by Kate Jane Neal</p> <p>On the way home by Jill Murphy</p>

# Early Years PSHE

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>PSED: Making relationships</u></b></p> <p><b><u>30 to 50 months:</u></b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b><u>40 to 60+ months:</u></b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b><u>Early learning goal – Making relationships</u></b></p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p><b><u>HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART</u></b></p> <p><b><u>NURSERY</u></b></p> <ul style="list-style-type: none"> <li>• to show concern for others</li> <li>• develop confidence in choosing resources and communicating wants / needs</li> <li>• discuss how we are all different and special in our own ways (uniqueness)</li> <li>• develop awareness of their feelings and explore how to express them</li> <li>• suggest reasons why they sometimes feel happy, sad, etc.</li> <li>• show kindness to others in different ways</li> </ul> <p><b><u>Nursery Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• God has poured out his love into our hearts. Romans 5:5</li> <li>• In the beginning God created the sky and the earth. Genesis 1:1</li> <li>• I praise you because you made me in an amazing and wonderful way. Psalm 139:14</li> <li>• Shout for joy to the Lord, all the earth. Psalm 100:1</li> <li>• Love one another. John 13:34</li> <li>• Let your hope keep you joyful. Romans 12:12</li> </ul> <p><b><u>RECEPTION</u></b></p> <ul style="list-style-type: none"> <li>• discuss ways they are special and give specific examples</li> <li>• demonstrate the ability to work together, sharing ideas and listening to one another</li> <li>• demonstrate the ability to take turns, play cooperatively and encourage one another through play</li> <li>• read facial expressions to understand how others are feeling.</li> <li>• begin to explain why someone may be feeling happy, sad, etc.</li> <li>• talk about the things they love and describe how they make them feel</li> <li>• work collaboratively to complete a problem-solving task</li> </ul> <p><b><u>Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• Be careful how you think; your life is shaped by your thoughts. Proverbs 4:23 (ICB).</li> <li>• Love one another as I have loved you. John 15:12</li> <li>• Love each other deeply with all your heart. 1 Peter 1:22</li> <li>• So comfort each other and give each other strength, just as you are doing now. 1 Thessalonians 5:11</li> <li>• I thank God every time I remember you. Philippians 1:3</li> <li>• Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23</li> </ul>	<p><b><u>ROLE PLAY SUGGESTIONS:</u></b></p> <p>Role play area: Boris' shed - include tools, nuts and bolts, different sized and shaped tins, boxes, sweeping brush, flower pots, blocks, etc.</p> <p><b><u>ENHANCED CONTINUOUS PROVISION</u></b></p> <p><b><u>IDEAS:</u></b></p> <p>Writing area: Write Boris a letter.</p> <p>Mathematics area: Cover a shallow tray with foil. Cover foil with sand for children to practise writing numbers in.</p> <p>Sand/Water/Exploration area: Magnetic play. Boris asks, 'Is it magnetic?'</p> <p>Creative area: Paint a Boris; Boris colouring sheet</p> <p>Small world/Construction area: Making Boris from blocks/lego.</p> <p>Outdoor area: Turn yourself into Boris using big boxes and cardboard tubes.</p> <p><b><u>BOOK SUGGESTIONS:</u></b></p> <p>Boris the Robot by Mike Peacock and Dave Hill</p>

# Early Years PSHE

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
	<p><b><u>RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE</u></b></p> <p><b><u>NURSERY</u></b></p> <ul style="list-style-type: none"> <li>• to persevere to find a match and complete a challenge</li> <li>• describe or demonstrate different things they can do with their body</li> <li>• understand that keeping going often brings a reward</li> <li>• understand that we keep trying when we are learning something new</li> <li>• discuss how to find a way through</li> <li>• to develop the ability to keep trying when faced with a challenge.</li> </ul> <p><b><u>Nursery Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• For with God nothing is impossible. Luke 1:37</li> <li>• You know all about me. Psalm 139:1</li> <li>• So let us run the race that is before us and never give up. Hebrews 12:1</li> <li>• Let your patience show itself perfectly in what you do. James 1:4</li> <li>• You will show me the way of life. Psalm 16:11</li> <li>• I can do all things through Christ because he gives me strength. Philippians 4:13</li> </ul> <p><b><u>RECEPTION</u></b></p> <ul style="list-style-type: none"> <li>• understand that making mistakes is normal and helps us to learn</li> <li>• to have a go at and persevere to complete a challenge</li> <li>• suggest ways to persevere when they find something difficult</li> <li>• suggest what is needed to get a particular job role and understand that we can do it if we try and don't give up</li> <li>• persevere with a challenge and look for other ways to overcome obstacles</li> <li>• express how they feel about change, using transition as an example</li> </ul> <p><b><u>Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• If they fall, they will not stay down, because the Lord will help them up. Psalm 37:24</li> <li>• Endurance produces character and character produces hope. Romans 5:4</li> <li>• Don't give up, because you will get a reward for your good work. 2 Chronicles 15:7</li> <li>• In all the work you are doing, work the best you can. Work as if you were working for the Lord, not for men. Colossians 3:23</li> <li>• So let us not become tired of doing good; for if we do not give up, the time will come when we will reap the harvest. Galatians 6:9</li> <li>• Be strong and brave. Don't be afraid of them. Don't be frightened. The Lord your God will go with you. He will not leave you or forget you. Deuteronomy 31:6</li> </ul>	<p><b><u>ROLE PLAY SUGGESTIONS:</u></b></p> <p>Role play area: Robot mechanic - tools, nuts and bolts, wires, graph paper, shapes, computer screen, keyboard, notepads, white overalls, safety gloves, boxes, tins, foil, etc.</p> <p><b><u>ENHANCED CONTINUOUS PROVISION IDEAS:</u></b></p> <p>Writing area: Make or fill in blank certificates for friends they spot completing a challenge.</p> <p>Mathematics area: Collect 20 nuts for Boris – roll the die and collect the number thrown.</p> <p>Sand/Water/Exploration area: Robot sensory tub – fill tub with paper clips, tins, googly eyes, pipe cleaners, nuts, screws, junk, bottle caps, magnets, corrugated card, tubes, other bits and bobs etc.</p> <p>Creative area: Printing with nuts, bolts, gears and screws.</p> <p>Small world/Construction area: 'We're Going on a Bear Hunt' retelling using toy figures and simple props.</p> <p>Outdoor area: Use the 'I can challenges' from lesson 1.</p> <p><b><u>BOOK SUGGESTIONS:</u></b></p> <p>We're going on a Bear Hunt by Michael Rosen</p> <p>How to catch a star by Oliver Jeffers</p> <p>Izzy Gizmo by Pip Jones</p>

# Early Years PSHE

Early Years Profile	Ackworth Howard's Knowledge Essentials	Activities
	<p><b><u>ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!</u></b></p> <p><b><u>NURSERY</u></b></p> <ul style="list-style-type: none"> <li>• to explore how they are all special and important, listing ways they are special</li> <li>• describe how they look and what they like about their appearance to a friend</li> <li>• suggest some ways they are special</li> <li>• talk about and list some of the great things about themselves</li> <li>• explore the idea of uniqueness - see the similarities and differences in their fingerprints</li> <li>• talk about themselves to the rest of the class</li> </ul> <p><b><u>Nursery Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• I am a child of God. 1 John 3:1</li> <li>• Love your neighbour as you love yourself. Mark 12:31</li> <li>• All the days planned for me were written in your book before I was one day old. Psalm 139:16</li> <li>• I praise you because you made me in an amazing and wonderful way. Psalm 139:14</li> <li>• Even the hairs on your head are numbered. Matthew 10:30</li> <li>• For we are God's handiwork. Ephesians 2:10</li> </ul> <p><b><u>RECEPTION</u></b></p> <ul style="list-style-type: none"> <li>• explore the affirmation that each one of them is loved, special and important</li> <li>• understand that they all like different things and that is one of the ways they are unique</li> <li>• talk about how we demonstrate different emotions and demonstrate different emotions using facial expressions and body language</li> <li>• understand they are all special and list the ways their friends are special</li> <li>• tell other people about them and the things they like, selecting objects to represent their likes</li> <li>• explore how they all have different talents and skills, accepting praise and encouragement from others</li> </ul> <p><b><u>Reception Bible references:</u></b></p> <ul style="list-style-type: none"> <li>• You are precious to me. Isaiah 43:4</li> <li>• You are far more precious than jewels. Proverbs 31:10</li> <li>• Happy heart is like good medicine. Proverbs 17:22</li> <li>• A sweet friendship refreshes the soul. Proverbs 27:9</li> <li>• Every good and perfect gift is from above. James 1:17</li> <li>• Whatever you do, do it all for God's glory. 1 Corinthians 10:31</li> </ul>	<p><b><u>ROLE PLAY SUGGESTIONS:</u></b> Role play area: Mirror with lots of dressing up</p> <p><b><u>ENHANCED CONTINUOUS PROVISION</u></b></p> <p><b><u>IDEAS:</u></b> Writing area: Find magnetic letters to spell your name. Mathematics area: Use multi-link cubes to measure the size of your foot, hand, arm etc. Sand/Water/Exploration area: Put laminated photos of the children in the sand for them to find and play with. Creative area: Paint, collage or use play dough to make your face on a paper plate. Small world/Construction area: Use wooden blocks to do body outlines - one child lies down, others place blocks all around his/her body to create a body shape. Outdoor area: Drawing around each other's shadows in chalk and filling in the details.</p> <p><b><u>BOOK SUGGESTIONS:</u></b> Perfectly Norman by Tom Percival Elmer by David McKee We're all Wonders by R J Palacio</p>

# Early Years PSHE Vocabulary

## Essential Vocabulary

**DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN’T HEALTHY!**

friendship  
encourage  
cheer up  
families  
care  
difference  
same

**VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON’T RUB IT IN, RUB IT OUT!**

friend  
care  
kindness  
saying sorry  
feelings, emotions  
forgive  
work together

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

truth  
kind  
untrue  
honest  
lies  
thankful

**HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART**

feelings  
emotions  
facial expressions  
body language  
sad, happy, worried

**RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN’T TRUE**

secret  
attempt  
difficult  
challenge  
perseverance

**ASPIRATIONS - Learning how important, valued and loved we are – DON’T FORGET TO LET LOVE IN!**

love  
kindness  
appearance  
unique

# Year 1

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

F1. that families are important for children growing up because they can give love, security and stability.

F2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

OR2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

OR3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

### PSHE

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R2. to recognise that their behaviour can affect other people

L1. how they can contribute to the life of the classroom and school

L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

L4. that they belong to different groups and communities such as family and school

F4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. PSHE H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!

#### Essential Knowledge – Year 1

- suggest ways to show love for others and demonstrate loving others
- take notice of the people around us
- suggest ways they can help others and recall ways they have been helped by others
- think of someone who looks after them, describe how being looked after makes them feel and suggest ways to show their appreciation
- work as a team and together to complete a challenge
- suggest and create simple rules to help keep them safe online
- Reflect on how they show love for others by suggesting ways they have shown love for others and describing how loving others makes them feel

#### Year 1 Bible references:

- Love your neighbour as yourself. Mark 12:31
- I give you a new command: Love each other. You must love each other as I have loved you. John 13:34
- Do not forget to do good and to help one another. Hebrews 13:16
- I have not stopped giving thanks to God for you. I remember you in my prayers. Ephesians 1:16
- Two people are better than one. They get more done by working together. Ecclesiastes 4:9
- Listen to advice and accept correction, and in the end you will be wise. Proverbs 19:20
- Love your neighbour as yourself. Mark 12:31

## Activities

### Resources:

- The Smartest Giant in Town by Julia Donaldson
- Thank you Cards
- Monsters University clip - Toxic challenge (Disney/Pixar, 2013)

### Book suggestions:

- Guess how much I love you? By Sam McBratney
- A Quiet Night In by Jill Murphy

### P4C Questions:

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# Year 1

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  
 CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  
 RR1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  
 RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships.  
 RR6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  
 MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  
 MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  
 MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  
 MW8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

### PSHE

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences  
 R1. to communicate their feelings to others, to recognise how others show feelings and how to respond.  
 R2. to recognise that their behaviour can affect other people  
 R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong  
 R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)  
 R7. to offer constructive support and feedback to others  
 R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)  
 R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!

#### Essential Knowledge – Year 1

- explore the importance of forgiveness
- begin to understand how our behaviour affects others and think of how they can make amends when they have hurt/upset someone
- understand how forgiveness can make them feel
- suggest different ways to handle negative emotion
- explore different ways to handle disappointment
- suggest how their words affect others and explain what kind of friend they would like and would like to be
- reflect on ways they can rub out negative emotion

#### Year 1 Bible references:

- Love does not count up wrongs that have been done. 1 Corinthians 13:4-5
- Foolish people don't care if they sin, but good people want to be forgiven. Proverbs 14:9
- Lord, you are kind and forgiving and have great love for those who call to you. Psalm 86:5
- Bear with each other, and forgive each other. If someone does wrong to you, forgive that person because the Lord forgave you - Colossians 3:13
- So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand. Isaiah 41:10
- So encourage each other and build each other up, just as you are already doing. 1 Thessalonians 5:11
- Love does not count up wrongs that have been done. 1 Corinthians 13:5

## Activities

### Resources:

- Story of Goldilocks and the Three Bears
- Boris the Robot story
- Bath bomb; warm water
- Playground; chalk; water; brushes/sponges; scenario cards.
- Wooden bricks; sticky labels; tennis ball; string

### Book suggestions:

- Grumpy Frog by Ed Vere
- Sorry by Norbert Landa
- The Squirrels who squabbled by Rachel Bright

### P4C Questions:

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# Year 1

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

F4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Health and Prevention 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist

### PSHE

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R2. to recognise that their behaviour can affect other people

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

L8. ways in which they are all unique; understand that there has never been and will never be another 'them'

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

### Essential Knowledge – Year 1

- explain why we do not need to lie about ourselves and list amazing facts about themselves
- make the link that they are at their best when they are being themselves
- describe what being 'see-through' and explain why being 'see-through' in friendship is important
- understand there are people they can talk to when they feel sad, worried or angry
- explore the idea that small lies can have a big impact
- suggest ways to look after their teeth
- reflect on ways being fake is a mistake, consolidating their understanding

### Year 1 Bible references:

- Love takes no pleasure in evil but rejoices over the truth. 1 Corinthians 13:6
- I praise you because you made me in an amazing and wonderful way Psalm 139:14
- God does not lie. Titus 1:2
- You will know the truth, and the truth will set you free. John 8:32
- Have nothing to do with the worthless things that people do, things that belong to the darkness. Instead, bring them out to the light. Ephesians 5:11
- Love takes no pleasure in evil but rejoices over the truth. 1 Corinthians 13:6

## Activities

### Resources:

- Bag with various objects
- Clear sandwich bags; paper bags; fillings
- craft materials

### Book suggestions:

- The Truth According to Arthur by Tim Hopgood
- Little Princess 'I didn't do it' by Tony Ross
- Words and your heart by Kate Jane Neal
- On the way home by Jill Murphy

### P4C Questions:

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# Year 1

Relationships and Health Objectives / PSHE Programme of Study	Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)	Activities
<p><b>R&amp;HE</b>            CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.            CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.            CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.            MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.            MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.            MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.            PHF 1. the characteristics and mental and physical benefits of an active lifestyle</p> <p><b>PSHE</b>            H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences            H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings            R1. to communicate their feelings to others, to recognise how others show feelings and respond            R2. to recognise that their behaviour can affect other people            R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another            R12. to recognise when people are being unkind to them or others, how to respond, who to tell and what to say</p>	<p><b>HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART</b></p> <p><b>Essential Knowledge – Year 1</b></p> <ul style="list-style-type: none"> <li>• understand that many choices they make can help or hurt their own and others hearts</li> <li>• identify sources of power (including themselves) and describe ways they can use their power in positive and negative ways</li> <li>• begin to understand their emotions by describing and expressing their feelings</li> <li>• understand the concept that whatever they put into their hearts is what comes out through looking at earthworms and soil</li> <li>• think of and express reasons why they are grateful for another person</li> <li>• list choices that keep their minds and bodies healthy</li> </ul> <p><b>Year 1 Bible references:</b></p> <ul style="list-style-type: none"> <li>• Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23</li> <li>• For God loved the world so much that he gave his only Son. God gave his Son so that whoever believes in him may not be lost, but have eternal life. John 3:16</li> <li>• My dear brothers, always be willing to listen and slow to speak. Do not become angry easily. James 1:19</li> <li>• A good person has good things saved up in his heart. And so he brings good things out of his heart. But an evil person has evil things saved up in his heart. So he brings out bad things. A person speaks the things that are in his heart. Luke 6:45</li> <li>• Every time I think of you, I give thanks to my God. Philippians 1:3</li> <li>• Do not abandon wisdom, and she will protect you; love her, and she will keep you safe. Getting wisdom is the most important thing you can do. Whatever else you get, get insight. Proverbs 4:6-7</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Emoji slides; bingo sheets</li> <li>• Earthworms; soil; sand; a spray bottle; large container with a lid; 2 cardboard rolls; carrots; lettuce; coffee grounds.</li> </ul> <p><b>Book suggestions:</b></p> <ul style="list-style-type: none"> <li>• Boris the Robot by Mike Peacock and Dave Hill</li> </ul> <p><b>P4C Questions:</b>  <a href="#">What do you need to be happy? (P4C Session)</a></p>

# Year 1

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

MW6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

MW9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult. BS6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.

RR1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

### PSHE

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

R7. to offer constructive support and feedback to others

L1. how they can contribute to the life of the classroom and school

L4. that they belong to different groups and communities such as family and school

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE

#### Essential Knowledge – Year 1

- describe situations where they get stuck and suggest ways to persevere when they are finding something difficult
- to persevere in completing a challenge, adapting their strategy on subsequent attempts and describe the value of having a friend's support
- Differentiate between secrets they should and shouldn't keep and know what to do if someone asks them to keep a secret that makes them feel uncomfortable.
- explore the idea that there is hidden potential within them and suggest ways they can have impact in their class, family and community
- identify dreams in their hearts
- explore change, loss and the associated feelings by thinking of a person, pet or toy that they miss and sharing a memory of that person, pet or toy
- reflect on their ability to find a way through something difficult by sharing a time they overcame a challenge

#### Year 1 Bible references:

- Love never gives up; and its faith, hope, and patience never fail. Love is eternal. 1 Corinthians 13:7-8
- So don't worry, because I am with you. Don't be afraid, because I am your God. I will make you strong and will help you; I will support you with my right hand that saves you. Isaiah 41:10
- For God has said, "I will never leave you; I will never abandon you." Hebrews 13:5
- Then Jesus told another story: The kingdom of heaven is like a mustard seed that a man planted in his field. That seed is the smallest of all seeds, but when it grows, it is one of the largest garden plants. Matthew 13:31-32
- With God's power working in us, God can do much, much more than anything we can ask or imagine. Ephesians 3:20
- Those who are sad now are happy. God will comfort them. Matthew 5:4

## Activities

### Resources:

- PDF laminated Boris
- Hall; apparatus; Mission impossible theme tune (widely available online)
- Secrets scenarios list
- Cress seeds; kitchen roll; margarine tubs
- mixture of pictures and words pre-cut from magazines; thin card; glue

### Book suggestions:

- We're going on a Bear Hunt by Michael Rosen
- How to catch a star by Oliver Jeffers
- Izzy Gizmo by Pip Jones
- The Dot by Peter H. Reynolds

### P4C Questions:

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# Year 1

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

RR4. the importance of self-respect and how this links to their own happiness.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

BS3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

BS4. how to respond safely to adults they may encounter (in all contexts, including online) whom they do not know

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

HP4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

HP5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

### PSHE

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

H6. the importance of, and how to, maintain personal hygiene

H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

H11. that household products, including medicines, can be harmful if not used properly

L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

L8. ways in which they are all unique; understand that there has never been and will never be another 'them'

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!

#### Essential Knowledge – Year 1

- recall a way someone has shown them love through kind words or actions and describe the best thing about themselves
- understand that there are different types of touch and suggest positive and negative examples of touch
- differentiate between the truth and lies that are spoken over or about them
- appreciate the ways in which they are all unique through making choices about their preferences
- explore the idea that there is a choice in spending and saving and there is a reward that comes from saving
- explore different ways they can take care of themselves every day
- reflect on ways to let love into their hearts

#### Year 1 Bible references:

- The second command is this: Love your neighbour as you love yourself. Mark 12:31
- Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23
- Jesus answered, "I am the way. And I am the truth and the life." John 14:6
- I praise you because you made me in an amazing and wonderful way. Psalm 139:14
- But whoever gathers money little by little makes it grow Proverbs 13:11
- Don't you know that your body is the temple of the Holy Spirit, who lives in you and who was given to you by God? You do not belong to yourselves but to God. 1 Corinthians 6:19

## Activities

### Resources:

- NSPCC Pants song - [HTTPS://WWW.YOUTUBE.COM/WATCH?V=-LL07JOGU50](https://www.youtube.com/watch?v=-LL07JOGU50)
- 'Boris the Robot' book
- Marshmallows (check for allergies)
- small bag; items for bag e.g. comb, toothbrush, water, fruit, face cloth, small pillow, heart, nailbrush, tissues, etc; empty medicine packets, eczema cream tubs, inhalers, etc

### Book suggestions:

- Perfectly Norman by Tom Percival
- Elmer by David McKee
- We're all Wonders by R J Palacio

### P4C Questions:

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# Year 1 PSHE Vocabulary

## Essential Vocabulary

**DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!**

friendship  
love  
thankful  
appreciate  
online safety  
stranger  
harmful

**VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!**

forgiveness  
negative emotion  
positive emotion  
disappointment  
happiness  
apology / sorry

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

being 'see-through'  
friendship  
truth / lies  
fake / false  
consequence  
teeth brushing  
hygiene  
mistake

**HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART**

healthy  
power  
choices  
decisions  
consequence  
heart  
appreciate  
grateful  
medicine  
medication

**RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE**

secret  
attempt  
difficult  
overcoming obstacles  
challenge  
resolve  
strength  
power

**ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!**

love  
kindness  
actions  
spending  
saving  
choices  
consequences  
belonging  
physical contact  
preferences  
unique



# Year 2

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

RR1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships.

RR5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

BS8. where to get advice e.g. family, school and/or other sources.

OR2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

OR3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

OR5. how information and data is shared and used online.

ISH7. where and how to report concerns and get support with issues online.

### PSHE

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R8. to identify and respect the differences and similarities between people

L4. that they belong to different groups and communities such as family and school

L9. ways in which we are the same as all other people; what we have in common with everyone else

L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

H14. about the ways that pupils can help the people who look after them to more easily protect them

H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!

#### Essential Knowledge – Year 2

- suggest ways to show love for others and demonstrate loving others
- be more aware of their surroundings and the people around them, suggesting ways to 'look out' for other people's needs
- look for opportunities to do something kind for others
- find out about the people who work in their community, and recognise and appreciate the important work that they do
- understand there are ways they are all different and ways they are all the same
- understand that the rules they follow online to keep safe are similar to the rules they follow in real life
- reflect on how they show loves for others, with examples and explanations of how it makes them feel

#### Year 2 Bible references:

- Love your neighbour as yourself. Mark 12:31
- Lord, you have examined me. You know all about me. You know when I sit down and when I get up. You know my thoughts before I think them. You know where I go and where I lie down. You know well everything I do. Lord, even before I say a word, you already know what I am going to say. Psalm 139:1-4
- Your giving should be done in secret. Your Father can see what is done in secret, and he will reward you. Matthew 6:4
- Always give thanks to God the Father for everything, in the name of our Lord Jesus Christ. Ephesians 5:20
- How wonderful it is, how pleasant, for God's people to live together in harmony! Psalm 133:1
- Do not abandon wisdom, and she will protect you; love her, and she will keep you safe. Proverbs 4:6

## Activities

### Resources:

- Mission card; Boris secret agent cards; box to act as a secret agent file; 'Mission Impossible' theme tune clip (widely available online)
- Community worker cards
- Photos of every child; jigsaw template
- Youtube clip - [HTTPS://WWW.YOUTUBE.COM/WATCH?V=X9HTG8V3EIK](https://www.youtube.com/watch?v=X9HTG8V3EIK) from Common Sense Media

### Book suggestions:

- The Sneetches by Dr Seuss

### P4C Questions:

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# Year 2

Relationships and Health Objectives / PSHE Programme of Study	Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)	Activities
<p><b>R&amp;HE</b>            CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.            RR6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.            MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.            MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.            MW7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.            MW8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.            MW9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).            BS7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p><b>PSHE</b>            H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings            H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)            H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention            R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)            R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable            R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p><b>VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!</b></p> <p><b>Essential Knowledge – Year 2</b></p> <ul style="list-style-type: none"> <li>understand the importance of forgiveness and how it makes them feel</li> <li>explain the importance of saying sorry and offering forgiveness between friends</li> <li>explore how holding onto unforgiving thoughts can make us feel</li> <li>reflect on helpful ways to deal with hurt including considering people, places and activities that help them process hurt</li> <li>explore and suggest different ways to handle hurt or disappointment</li> <li>explore the consequences of teasing or bullying, explaining how bullying can harm another person and suggesting ways to protect themselves and others from bullying</li> <li>reflect on and suggest ways they can rub out negative emotion</li> </ul> <p><b>Year 2 Bible references:</b></p> <ul style="list-style-type: none"> <li>Love does not count up wrongs that have been done. 1 Corinthians 13:4-5</li> <li>When you are praying, and you remember that you are angry with another person about something, then forgive him. If you do this, then your Father in heaven will also forgive your sins. Mark 11:25</li> <li>Jesus answered, "I tell you, you must forgive him more than 7 times. You must forgive him even if he does wrong to you 70 times 7." Matthew 18:22</li> <li>He heals the broken-hearted. He bandages their wounds. Psalm 147:3</li> <li>Be tolerant with one another and forgive one another whenever any of you has a complaint against someone else. Colossians 3:13-14</li> <li>Kind words are like honey—sweet to the soul and healthy for the body. Proverbs 16:24</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Shrek movie clip (Dreamworks Animation, 2001)</li> <li>Balloon; scissors; teaspoons; sellotape</li> <li>coloured card/paper to make traffic lights</li> <li>Paper hearts</li> </ul> <p><b>Book suggestions:</b></p> <ul style="list-style-type: none"> <li>Amazing Grace by Mary Hoffman</li> <li>Sorry by Norbert Landa</li> <li>The Sandwich Swap by Queen Rania Al Abdullah</li> </ul> <p><b>P4C Questions:</b></p> <p><b><u>\\fileserver\StaffShared\P4C\Philosophy Circles Primary Curriculum Pack</u></b></p>

# Year 2

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

RR3. the conventions of courtesy and manners

HP2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

### PSHE

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R8. to identify and respect the differences and similarities between people

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

L8. ways in which they are all unique; understand that there has never been and will never be another 'them'

H1. What constitutes and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feeling

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

### Essential Knowledge – Year 2

- explain why they don't need to lie about themselves and list amazing facts about themselves
- understand the statement 'There never has and never will be another me,' and identify something unique about themselves
- identify and recognise unkind and kind thoughts they have about themselves
- describe how different emotions feel and describe a time they have felt different emotions
- suggest ways to demonstrate good manners and explore different ways to greet another person
- demonstrate ways to stay safe in the sun and understand the importance of sun safety
- reflect on ways being 'fake' is a mistake

### Year 2 Bible references:

- Love takes no pleasure in evil but rejoices over the truth. 1 Corinthians 13:6
- God, your thoughts are precious to me. They are so many! If I could count them, they would be more than all the grains of sand. Psalms 139: 17-18
- We capture every thought and make it give up and obey Christ. 2 Corinthians 10:5
- Do not be shaped by this world. Instead be changed within by a new way of thinking. Then you will be able to decide what God wants for you. And you will be able to know what is good and pleasing to God and what is perfect. Romans 12:2
- Show proper respect to everyone, love the family of believers, fear God, honour the emperor. 1 Peter 2:17
- Have nothing to do with the worthless things that people do, things that belong to the darkness. Instead, bring them out to the light. Ephesians 5:11

## Activities

### Resources:

- small plastic containers or bottles; sand in different colours; funnels
- Boris book or PDF; slides; stopwatch
- Sun safe cards; Website - <HTTPS://WWW.YOUTUBE.COM/WATCH?V=7UWVQNEQX6E>

### Book suggestions:

- The Truth According to Arthur by Tim Hopgood
- Little Princess 'I didn't do it' by Tony Ross
- Words and your heart by Kate Jane Neal
- On the way home by Jill Murphy

### P4C Questions:

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# Year 2

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

F1. that families are important for children growing up because they can give love, security and stability F3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that children's families are also characterised by love and care MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

HE2. what constitutes a healthy diet (including understanding calories, and other nutritional content) HE 3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health)

### PSHE

H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

R2. to recognise that their behaviour can affect other people

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R9. identify their special people (family, friends, carers), what makes them special and how special people should care for one another

L1. how they can contribute to the life of the classroom and school

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART

#### Essential Knowledge – Year 2

- understand that choices they make can help or hurt their own and others hearts by suggesting ways they can help their hearts or hurt their hearts
- identify themselves as sources of power, suggesting ways this power could be used positively and negatively
- understand that the decisions they make can affect their reputation, suggest the reputation they would like to have and ways to build it
- begin to make the link between their heart and their actions, words and behaviours
- to understand that families may all look different but they should all be places of love and security
- understand how to make healthy choices to contribute to a healthy diet
- they can reflect on how the choices they make can help or hurt their own and other's hearts.

#### Year 2 Bible references:

- Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23
- Love your neighbour as you love yourself. Mark 12:31
- A glad heart makes a happy face. Proverbs 15:13
- Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.. 1 Corinthians 13:4-8
- So whether you eat or drink or whatever you do, do it all for the glory of God. 1 Corinthians 10:31

## Activities

### Resources:

- Selection of sandwiches
- Bright coloured felt pens; coffee filter paper; plastic cups
- Paper plates

### Book suggestions:

- Boris the Robot by Mike Peacock and Dave Hill
- Can I Build Another Me? by Shinsuke Yoshitake

### P4C Questions:

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# Year 2

Relationships and Health Objectives / PSHE Programme of Study	Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)	Activities
<p><b>R&amp;HE</b>            MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.            MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.            MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.            MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>PSHE</b>            H1. what positively and negatively affects their physical, mental and emotional health            H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'            H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals            H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings            L1. how they can contribute to the life of the classroom and school            L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p><b>RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE</b></p> <p><b>Essential Knowledge – Year 2</b></p> <ul style="list-style-type: none"> <li>describe situations where they get stuck and suggest ways to persevere when they are stuck</li> <li>use resilience to find alternative solutions to a problem</li> <li>look at seemingly impossible situations in a different way</li> <li>suggest different ways to overcome a challenging situation</li> <li>learn how to manage worry by imagining good things that could happen and replacing worry phrases with positive phrases</li> <li>suggest how to care for their school environment by conserving energy by identifying signs of energy being used and suggesting ways to conserve energy</li> <li>To reflect on 'No way through isn't true' by explaining a time they overcame a difficult situation</li> </ul> <p><b>Year 2 Bible references:</b></p> <ul style="list-style-type: none"> <li>Love never gives up; and its faith, hope, and patience never fail. Love is eternal. 1 Corinthians 13:7-8</li> <li>Remember the Lord in everything you do, and he will show you the right way. Proverbs 3:6</li> <li>I can do all things through Christ, because he gives me strength. Philippians 4:13</li> <li>And we also have joy with our troubles because we know that these troubles produce patience. And patience produces character, and character produces hope. Romans 5:3-4</li> <li>So I tell you, don't worry. Matthew 6:25</li> <li>Then the Lord God placed the man in the Garden of Eden to care for it and work it. Genesis 2:15</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Soft ball</li> <li>black card; coloured paper; string</li> </ul> <p><b>Book suggestions:</b></p> <ul style="list-style-type: none"> <li>We're going on a Bear Hunt by Michael Rosen</li> <li>How to catch a star by Oliver Jeffers</li> <li>Izzy Gizmo by Pip Jones</li> <li>The Dot by Peter H. Reynolds</li> </ul> <p><b>P4C Questions:</b></p> <p><a href="https://fileserver\StaffShared\P4C\Philosophy Circles Primary Curriculum Pack">\\fileserver\StaffShared\P4C\Philosophy Circles Primary Curriculum Pack</a></p>

# Year 2

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

RR4. the importance of self-respect and how this links to their own happiness.

RR5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

PH1. the characteristics and mental and physical benefits of an active lifestyle.

PH2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

PH3. the risks associated with an inactive lifestyle (including obesity).

### PSHE

R1 to communicate their feelings to others, to recognise how others show feelings and how to respond

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

L8. ways in which they are all unique; understand that there has never been and will never be another 'them'

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!

#### Essential Knowledge – Year 2

- recall a way someone has shown them love through kind words or actions and describe the best thing about themselves
- recognise and celebrate their strengths and the ways in which they are all unique
- differentiate between the truths and lies that they hear or speak about themselves
- use positive adjectives to describe themselves, reinforcing positive self-image
- understand that being thankful for what they have, helps them develop a gratitude attitude
- notice the difference in their heart rate after physical activity, find their pulse and describe how they feel after physical activity
- reflect on ways to let love into their hearts through recalling kind words said to them and describing their best features

#### Year 2 Bible references:

- The second command is this: Love your neighbour as you love yourself. Mark 12:31
- As for you, even the hairs of your head have all been counted. Matthew 10:30
- We capture every thought and make it give up and obey Christ. 2 Corinthians 10:5
- Now this is what the Lord says...“Don't be afraid, because I have saved you. I have called you by name, and you are mine.” Isaiah 43:1
- Be thankful in all circumstances, for this is God's will for you who belong to Christ Jesus. 1 Thessalonians 5:18
- I have the strength to face all conditions by the power that Christ gives me. Philippians 4:13

## Activities

### Resources:

- Baby name books; online search engine
- Pixar short film - Boundin (Pixar, 2003) (available online)

### Book suggestions:

- Perfectly Norman by Tom Percival
- Elmer by David McKee
- We're all Wonders by R J Palacio

### P4C Questions:

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# Year 2 PSHE Vocabulary

## Essential Vocabulary

**DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN’T HEALTHY!**

friendship  
love  
thankful  
appreciate  
online safety  
co-operate  
community  
difference  
diversity

**VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON’T RUB IT IN, RUB IT OUT!**

forgiveness / unforgiving  
negative emotion  
positive emotion  
consideration  
disappointment  
happiness  
apology / sorry  
bullying  
protect

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

being ‘see-through’  
friendship  
truth / lies  
fake / false  
consequence  
teeth brushing  
hygiene  
mistake

**HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART**

power  
decisions  
consequence  
medicine  
medication  
healthy choices  
lifestyle  
motivation  
relax/relaxation  
tense  
calm  
dangerous  
safe  
energy  
fuel  
nutritious

**RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN’T TRUE**

secret  
attempt  
difficult  
overcoming obstacles  
challenge  
resolve  
strength  
power

**ASPIRATIONS - Learning how important, valued and loved we are – DON’T FORGET TO LET LOVE IN!**

love  
kindness  
actions  
spending  
saving  
choices  
consequences  
belonging  
physical contact  
preferences  
unique



# Year 3

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships.

RR5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

BFA1. how to make a clear and efficient call to emergency services if necessary

OR3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

OR5. how information and data is shared and used online.

### PSHE

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R2. to recognise that their behaviour can affect other people

R7. that their actions affect themselves and others

R8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!

#### Essential Knowledge – Year 3

- suggest ways to show love for others and demonstrate loving others
- understand ways they can help others and describe the effect of helping someone else
- understand and demonstrate how to respond in an emergency
- recognise and celebrate the impact kindness can have on another person
- complete a task where they work together, listen to one another's ideas and respect each other's views
- list what information identifies them and explain why it is important to keep personal information private
- reflect on how they show love for others by suggesting ways they have shown love for others and describing how caring for others makes them feel

#### Year 3 Bible references:

- Love your neighbour as yourself. Mark 12:31
- We must not become tired of doing good. Galatians 6:9
- Help each other with your troubles. When you do this, you truly obey the law of Christ. Galatians 6:2
- God is fair; he will not forget the work you did and the love you showed for him by helping his people. And he will remember that you are still helping them. Hebrews 6:10
- Later, when Moses' arms became tired, the men put a large rock under him, and he sat on it. Then Aaron and Hur held up Moses' hands—Aaron on one side and Hur on the other. They kept his hands steady until the sun went down. Exodus 17:12
- Happy is anyone who becomes wise—who comes to have understanding. Proverbs 3:13

## Activities

### Resources:

- P.E Equipment – hoops
- padlock

### Book suggestions:

- Gregory Cool by Caroline Binch
- The Name Jar by Yangsook Choi
- Staying Safe Online by Louie Stowell
- The Great Telephone Mix-Up by Sally Nicholls (A clever early reader about the effect on a village when the telephone service gets scrambled. Everyone is suddenly forced to get closer – taking messages, understanding each other's needs. Great for a social action perspective and how empathy connects people)

### P4C Questions:

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# Year 3

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships.

RR3. the conventions of courtesy and manners.

RR7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.

### PSHE

H1 what positively and negatively affects their physical, mental and emotional health

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R7. that their actions affect themselves and others

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R16. to recognise and challenge stereotypes

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!

#### Essential Knowledge – Year 3

- describe forgiveness and why it is important
- describe how an apology can help mend a situation
- think about and describe the difference between forgiving and not
- talk about ways holding on to hurt can make them unhappy and understand how to let go of hurt
- talk about how to build trust between friends and the effects of a betrayal of trust
- recognise and challenge stereotypes
- reflect on, and suggest ways they can rub out negative emotion

#### Year 3 Bible references:

- Love does not count up wrongs that have been done - 1 Corinthians 13:4-5
- Do for others just what you want them to do for you. Luke 6:31
- Forgive each other just as God forgave you in Christ. Ephesians 4:32
- Jesus answered, "I tell you, you must forgive him more than 7 times. You must forgive him even if he does wrong to you 70 times 7." Matthew 18:22
- Those who know the Lord trust him, because he will not leave those who come to him. Psalm 9:10
- Don't judge others, or you will be judged. Matthew 7:

## Activities

### Resources:

- Balloons; string; sellotape; straws; clothes pegs
- Film clip from Frozen (Disney, 2013) or Wonder (Lionsgate, 2017); marbles; jar

### Book suggestions:

- The Grizzly Bear Who Lost His Grrrrr! by Rob Biddulph
- Grandad Mandela by Zindzi Mandela, Ziwelene Mandela, and Zazi Mandela
- Two Sides by Polly Ho-Yen (Lovely book for younger readers about a broken friendship, and the stubbornness that gets in the way of mending things. The warring girls' two viewpoints are deftly handled and there's lots of scope for exploring emotions, including through the facial expressions in the excellent illustrations.)

### P4C Questions:

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# Year 3

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

OR1. that people sometimes behave differently online, including by pretending to be someone they are not.

ISH6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

BS3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact

BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult

HP6. The facts and science relating to allergies, immunisation and vaccination

### PSHE

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R7. that their actions affect themselves and others

H1. what positively and negatively affects their physical, mental and emotional health  
H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H11. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!

#### Essential Knowledge – Year 3

- explain why they shouldn't lie about themselves and list amazing facts about themselves
- understand and accept that the real them is the best them
- give a simple explanation of what shame is and spot shame phrases
- suggest appropriate and inappropriate types of touch and suggest safe people to talk to if they are concerned
- explain why truth is important to build a friendship
- explain what an allergy is and suggest ways to avoid allergens (keeping friends with allergies safe)
- reflect on what they have learned about why 'Fake is a Mistake'

#### Year 3 Bible references:

- Love takes no pleasure in evil but rejoices over the truth. 1 Corinthians 13:6
- I praise you because you made me in an amazing and wonderful way. Psalm 139:14
- And hope does not put us to shame, because God's love has been poured out into our hearts through the Holy Spirit, who has been given to us. Romans 5:5
- Have nothing to do with the worthless things that people do, things that belong to the darkness. Instead, bring them out to the light. Ephesians 5:11
- The wise man built his house on rock. Matthew 7:24
- 'Love your neighbour as yourself.' There is no commandment greater than these. Mark 12:31

## Activities

### Resources:

- Tablet; 'Photo Booth' app or similar
- Lego house; tray; flat rock; jelly; pile of sand; enough pencils to make a pyramid

### Book suggestions:

- Stand Tall, Molly Lou Melon by Patty Lovell
- A Bad Case of Stripes by David Shannon
- Have You Filled a Bucket Today? by Carol McCloud

### P4C Questions:

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# Year 3

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

F1. that families are important for children growing up because they can give love, security and stability.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

P1. the characteristics and mental and physical benefits of an active lifestyle

P3. the risks associated with an inactive lifestyle (including obesity)

P4. how and when to seek support including which adults to speak to in school if they are worried about their health

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and begin to understand the concept of a 'balanced lifestyle'

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families.

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART

#### Essential Knowledge – Year 3

- suggest ways they can love themselves and ways they can love others
- list ways to be kind to one another and describe how others are 'meant to be treated'
- recall memories of events and associate a feeling with them
- understand their hearts need protecting and list things they need to guard their hearts from
- understand, be grateful for and recognise the people in their lives that encourage and cheer them on
- identify the benefits of a healthy lifestyle and the risks of an unhealthy lifestyle
- reflect on how they care for their own and other's hearts

#### Year 3 Bible references:

- Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23
- Be kind and loving to each other. Ephesians 4:32
- There is a time to cry and a time to laugh. There is a time to be sad and a time to dance. Ecclesiastes 3:4
- In conclusion, my friends, fill your minds with those things that are good and that deserve praise: things that are true, noble, right, pure, lovely, and honourable. Philippians 4:8
- Let us think about each other and help each other to show love and do good deeds. Hebrews 10:24
- So whether you eat or drink or whatever you do, do it all for the glory of God. 1 Corinthians 10:31

## Activities

### Resources:

- Battery operated toys; selection of different sized batteries
- Inside Out clip (Disney/Pixar, 2015) (available online if you do not have the film)
- Heart post-it notes; sellotape; large space
- BBC Learning - [HTTPS://WWW.YOUTUBE.COM/WATCH?V=UXNEUJ1C0SW](https://www.youtube.com/watch?v=UXNEUJ1C0SW)

### Book suggestions:

- Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell

### P4C Questions:

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# Year 3

Relationships and Health Objectives / PSHE Programme of Study	Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)	Activities
<p><b>R&amp;HE</b>            MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.            MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.            MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.            MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.            BFA2. Concepts of basic first aid, for example dealing with common injuries, including head injuries</p> <p><b>PSHE</b>            H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals            H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals            H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others            H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these            H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement            H13. How their body will, and their emotions may, change as they approach and move through puberty</p>	<p><b>RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE</b></p> <p><b>Essential Knowledge – Year 3</b></p> <ul style="list-style-type: none"> <li>describe situations where they get stuck and suggest ways to persevere when they are stuck</li> <li>understand that in life there are times of making progress and times of setbacks</li> <li>explore and understand the importance of getting back up when we fail and trying again</li> <li>Talk about simple ways they can help others when they are injured and demonstrate basic first aid skills</li> <li>identify some of their dreams and list the attitudes they need to develop to achieve their dreams</li> <li>describe ways to manage change well</li> <li>reflect on ways 'No Way Through' isn't true</li> </ul> <p><b>Year 3 Bible references:</b></p> <ul style="list-style-type: none"> <li>Love never gives up; and its faith, hope, and patience never fail. Love is eternal - 1 Corinthians 13:7-8</li> <li>The Lord himself will lead you and be with you. He will not fail you or abandon you, so do not lose courage or be afraid. Deuteronomy 31:8</li> <li>If they fall, they will not stay down, because the Lord will help them up. Psalm 37:24</li> <li>God blesses those who mourn, for they will be comforted. Matthew 5:4</li> <li>So let us run the race that is before us and never give up. Hebrews 12:1</li> <li>There is a right time for everything. Everything on earth has its special season. Ecclesiastes 3:1</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>website - <a href="https://lifeliveit.redcross.org.uk/en/help-save-lives/howto-videos">HTTPS://LIFELIVEIT.REDCROSS.ORG.UK/EN/HELP-SAVE-LIVES/HOWTO-VIDEOS</a></li> </ul> <p><b>Book suggestions:</b></p> <ul style="list-style-type: none"> <li>The Yes by Sarah Bee and Satoshi Kitamura</li> <li><a href="https://firstaidforlife.org.uk/first-aid-courses/first-aid-for-children-school/free-teaching-resources/">https://firstaidforlife.org.uk/first-aid-courses/first-aid-for-children-school/free-teaching-resources/</a></li> </ul> <p><b>P4C Questions:</b></p> <p><b>\\fileserver\StaffShared\P4C\Philosophy Circles Primary Curriculum Pack</b></p>

# Year 3

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

F6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

RR3. the conventions of courtesy and manners

RR4. the importance of self-respect and how this links to their own happiness.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

MW7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. and experiences and support with problems and difficulties.

L4. that they have belong to different groups and communities such as family and school

HE1. what constitutes a healthy diet (including understanding calories and other nutritional content).

HE2. the principles of planning and preparing a range of healthy meals.

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

L8. ways in which they are all unique; understand that there has never been and never will be another one of 'them'

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!

#### Essential Knowledge – Year 3

- recall a way someone has shown them love through kind words or actions and describe themselves in a positive way
- think of words to encourage others and accept the encouragement they are given from others
- understand and distinguish between what love is and what it isn't
- understand the difference 'letting love in' can make to a person
- list things they are grateful for and explain why they are grateful for them
- understand that some choices they make will affect their physical health
- reflect on ways to let love into their hearts

#### Year 3 Bible references:

- The second command is this: Love your neighbour as you love yourself. Mark 12:31
- Therefore encourage one another and build each other up, just as in fact you are doing. 1 Thessalonians 5:11
- Love is patient and kind. Love is not jealous, it does not brag, and it is not proud. Love is not rude, is not selfish, and does not become angry easily. Love does not remember wrongs done against it. Love takes no pleasure in evil, but rejoices over the truth. Love patiently accepts all things. It always trusts, always hopes, and always continues strong. Love never ends. 1 Corinthians 13:4-8
- Perhaps you have been chosen for such a time as this. Esther 4:14
- Praise the Lord! Thank the Lord because he is good. His love continues forever. Psalm 106:1
- Well, whatever you do, whether you eat or drink, do it all for God's glory. 1 Corinthians 10:31

## Activities

### Resources:

- Disney Moana clip (Disney, 2016) - Moana restores Te Fiti's heart (available online if you do not have the film)
- Selection of healthy snacks; selection of unhealthy snacks

### Book suggestions:

- Rosie Revere – Engineer / Iggy Peck - Architect / Ada Twist – Scientist by Andrea Beaty

### P4C Questions:

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# Year 3 PSHE Vocabulary

## Essential Vocabulary

**DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN’T HEALTHY!**

helpful  
emergency services  
privacy  
public  
information-sharing  
respectful  
friendship

**VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON’T RUB IT IN, RUB IT OUT!**

forgiveness  
apology / sorry  
betrayal  
stereotypes  
challenging  
trust  
rectify / repair  
negative emotion

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

shame  
friendship  
truth / lies  
fake / false  
consequence  
appropriate / inappropriate  
touch  
concern  
trusted people

**HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART**

healthy / unhealthy lifestyle  
choices  
decisions  
consequence  
heart  
appreciate  
grateful

**RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN’T TRUE**

setbacks / obstacles  
overcoming obstacles  
challenge  
perseverance  
first aid  
injury  
attitude  
achieve

**ASPIRATIONS - Learning how important, valued and loved we are – DON’T FORGET TO LET LOVE IN!**

love  
encourage / encouragement  
grateful  
physical health  
choices  
consequences  
preferences



# Year 4

Relationships and Health Objectives / PSHE Programme of Study	Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)	Activities
<p><b>R&amp;HE</b>            CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.            CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.            CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.            MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.            MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.            RR5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.            BS8. where to get advice e.g. family, school and/or other sources.            ISH2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.            ISH7. where and how to report concerns and get support with issues online.</p> <p><b>PSHE</b>            R1. to recognise and respond appropriately to a wider range of feelings in others            R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships            R11. to work collaboratively towards shared goals            R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves            L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.            H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe            H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	<p><b>DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!</b></p> <p><b>Essential Knowledge – Year 4</b></p> <ul style="list-style-type: none"> <li>• suggest ways to show love for others and demonstrate loving others</li> <li>• be more aware of their surroundings and the people around them by noticing differences, making the link about being observant and being aware of those around them</li> <li>• suggest how a person is feeling from their expression and body language</li> <li>• suggest who the unseen heroes of their community are and honour those heroes by writing thank you notes</li> <li>• recognise that they sometimes need help from others and work together to achieve a shared goal, demonstrating good teamwork skills (clear communication, listening and negotiating)</li> <li>• suggest ways to use their devices responsibly and design a mobile phone with apps to remind them how to use devices responsibly</li> <li>• suggest ways they have shown love for others and describe how caring for others makes them feel</li> </ul> <p><b>Year 4 Bible references:</b></p> <ul style="list-style-type: none"> <li>• Love your neighbour as yourself. Mark 12:31</li> <li>• Let us think about each other and help each other to show love and do good deeds. Hebrews 10:24</li> <li>• When you talk, do not say harmful things. But say what people need— words that will help others become stronger. Then what you say will help those who listen to you. Ephesians 4:29</li> <li>• When you do things, do not let selfishness or pride be your guide. Instead, be humble and give more honor to others than to yourselves. Do not be interested only in your own life, but be interested in the lives of others. Philippians 2:3-4</li> <li>• As iron sharpens iron, so people can improve each other. Proverbs 27:17</li> <li>• But the wisdom that comes from God is first of all pure, then peaceful, gentle, and easy to please. This wisdom is always ready to help those who are troubled and to do good for others. It is always fair and honest. James 3:17</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Photos from magazines/online of people with different expressions; post-it notes</li> <li>• Minions changing a lightbulb clip (widely available online)</li> </ul> <p><b>Book suggestions:</b></p> <ul style="list-style-type: none"> <li>• Gregory Cool by Caroline Binch</li> <li>• The Name Jar by Yangsook Choi</li> <li>• Staying Safe Online by Louie Stowell</li> <li>• The Great Telephone Mix-Up by Sally Nicholls (A clever early reader about the effect on a village when the telephone service gets scrambled. Everyone is suddenly forced to get closer – taking messages, understanding each other's needs. Great for a social action perspective and how empathy connects people)</li> </ul> <p><b>P4C Questions:</b></p> <p><a href="\\files\server\StaffShared\P4C\Philosophy Circles Primary Curriculum Pack">\\files\server\StaffShared\P4C\Philosophy Circles Primary Curriculum Pack</a></p>



# Year 4

Relationships and Health Objectives / PSHE Programme of Study	Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)	Activities
<p><b><u>R&amp;HE</u></b>            CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.            CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.            CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.            RR1. the importance of permission seeking and giving in relationships with friends, peers and adults            RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships.            RR3. the conventions of courtesy and manners            MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.            MW5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.            MW9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).            BS1. what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)            ISH1. that for most people the internet is an integral part of life and has many benefits            ISH5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on social health            ISH7. where and how to report concerns and get support with issues online</p> <p><b><u>PSHE</u></b>            H1 what positively and negatively affects their physical, mental and emotional health            H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others            H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these            R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves            R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)            R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p><b><u>VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!</u></b></p> <p><b><u>Essential Knowledge – Year 4</u></b></p> <ul style="list-style-type: none"> <li>describe forgiveness and explain the impact of forgiveness</li> <li>explain the importance of saying sorry and suggest ways to fix a broken friendship</li> <li>understand what forgiveness is and explain the benefits of forgiveness</li> <li>understand that there are different types of stress and explore ways they can manage negative stress</li> <li>recognise and implement healthy boundaries both in life and online, recognising online abuse and knowing who to report it to</li> <li>suggest positive uses of the internet, recognise and deal with online abuse</li> <li>reflect on and suggest ways to rub out negative emotion</li> </ul> <p><b><u>Year 4 Bible references:</u></b></p> <ul style="list-style-type: none"> <li>Love does not count up wrongs that have been done. 1 Corinthians 13:4-5</li> <li>Some friends may ruin you. But a real friend will be more loyal than a brother. Proverbs 18:24</li> <li>Forgive each other just as God forgave you in Christ. Ephesians 4:32</li> <li>Give all your worries to him, because he cares about you. 1 Peter 5:7</li> <li>Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23</li> <li>Have nothing to do with the worthless things that people do, things that belong to the darkness. Instead, bring them out to the light. Ephesians 5:11</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>HeartSmart Slides / PPTs</li> </ul> <p><b><u>Book suggestions:</u></b></p> <ul style="list-style-type: none"> <li>Ruby's Worry by Tom Percival</li> <li>Grandad Mandela by Zindzi Mandela, Ziwelene Mandela, and Zazi Mandela</li> <li>Two Sides by Polly Ho-Yen (Lovely book for younger readers about a broken friendship, and the stubbornness that gets in the way of mending things. The warring girls' two viewpoints are deftly handled and there's lots of scope for exploring emotions, including through the facial expressions in the excellent illustrations.)</li> </ul> <p><b><u>P4C Questions:</u></b></p> <p><b><u>\\filesaver\StaffShared\P4C\Philosophy Circles Primary Curriculum Pack</u></b></p>

# Year 4

Relationships and Health Objectives / PSHE Programme of Study	Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)	Activities
<p><b>R&amp;HE</b>            CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.            CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.            CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.            RR1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.            RR8. the importance of permission-seeking and giving in relationships with friends, peers and adults.            BS1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).            BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult.            F2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.            DAT1. The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking</p> <p><b>PSHE</b>            R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships            R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view            R15. to recognise and manage 'dares'            H1. what positively and negatively affects their physical, mental and emotional health            H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals            H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience            H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media            H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy' drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p><b><u>SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!</u></b></p> <p><b><u>Essential Knowledge – Year 4</u></b></p> <ul style="list-style-type: none"> <li>explain why they do not need to lie about themselves and list some great things about themselves</li> <li>explain that they are not what they do (they are human beings before human doings!)</li> <li>understand that the words they choose to listen to affect how they see themselves</li> <li>discuss times when it is difficult to tell the truth and develop the courage to tell the truth</li> <li>explore peer pressure through dares - when they are not fun, the consequences and ways to say no</li> <li>find out the facts and associated risks of smoking</li> <li>reflect on ways that 'Fake is a Mistake!'</li> </ul> <p><b><u>Year 4 Bible references:</u></b></p> <ul style="list-style-type: none"> <li>Love takes no pleasure in evil but rejoices over the truth. 1 Corinthians 13:6</li> <li>You didn't choose me. I chose you. John 15:16</li> <li>What you say can mean life or death. Those who speak with care will be rewarded. Proverbs 18:21</li> <li>Do everything in love. 1 Corinthians 16:14</li> <li>Do not be shaped by this world; instead be changed within by a new way of thinking. Then you will be able to decide what God wants for you; you will know what is good and pleasing to him and what is perfect. Romans 12:2</li> <li>Don't you know that your body is a sanctuary of the Holy Spirit who is in you, whom you have from God? You are not your own, for you were bought at a price. Therefore glorify God in your body. 1 Corinthians 6:19-20</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>Boris the Robot book</li> <li>Story 'The Emperor's New Clothes' by Hans Christian Anderson</li> <li>film clip - <a href="https://www.youtube.com/watch?v=LW6HWMDZBME">HTTPS://WWW.YOUTUBE.COM/WATCH?V=LW6HWMDZBME</a></li> </ul> <p><b><u>Book suggestions:</u></b></p> <ul style="list-style-type: none"> <li>'The Emperor's New Clothes' by Hans Christian Anderson</li> <li>A Bad Case of Stripes by David Shannon</li> <li>The Crown on your Head by Nancy Tillman</li> </ul> <p><b><u>P4C Questions:</u></b></p> <p><b><u>\\files\server\StaffShared\P4C\Philosophy Circles Primary Curriculum Pack</u></b></p>

# Year 4

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

F2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

MW10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

RR4. the importance of self-respect and how this links to their own happiness.

RR5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

BS1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult.

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H14. to recognise when they need help and to develop the skills to ask for help

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R4. to recognise different types of relationships, including those between acquaintances, friends, relatives and families

R7. that their actions affect themselves and others

R11. to work collaboratively towards shared goals

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART

#### Essential Knowledge – Year 4

- suggest ways to show love to themselves and others
- describe the consequences of using kind and unkind words
- suggest characteristics they would like to see in their classroom and suggest ways to cultivate those characteristics
- explain how they know they can trust someone
- understand that there are many different characteristics of a healthy family life
- recognise things that positively and negatively affect their mental wellbeing
- reflect on and suggest how they care for their own and other people's hearts

#### Year 4 Bible references:

- Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23
- Encourage one another and build each other up. 1 Thessalonians 5:11
- A person harvests only what he plants. Galatians 6:7
- Trust in the Lord with all your heart. Proverbs 3:5
- Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails 1 Corinthians 13:4-8
- Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things. Philippians 4:8

## Activities

### Resources:

- Two identical apples; duct tape
- Seeds (e.g. broad beans); compost soil; plastic containers (one per group); large labels for decorating
- The Wily Wolf by Ems Hancock (Extract provided)
- Boris the Robot book

### Book suggestions:

- My Many Coloured Days by Dr Seuss
- I'm not afraid of spiders: Poems about feelings

### P4C Questions:

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# Year 4

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

MW5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

CAB1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

### PSHE

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H13. How their body will, and their emotions may, change as they approach and move through puberty

H16. what is meant by the term 'habit' and why habits can be hard to change

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE

#### Essential Knowledge – Year 4

- describe situations where they get stuck and suggest ways to persevere when they are stuck
- understand the skills and attitudes needed to meet the challenge of the Endurance Expedition (Ernest Shackleton)
- identify habits they need to develop or lose in order to achieve their goals
- understand that we all need people to encourage us to keep going
- identify dreams of their hearts
- define what puberty is and describe key physical changes that take place as puberty begins
- reflect on ways 'No Way Through' isn't True!

#### Year 4 Bible references:

- Love never gives up; and its faith, hope, and patience never fail. Love is eternal. 1 Corinthians 13:7-8
- We have troubles all around us, but we are not defeated. We do not know what to do, but we do not give up. 2 Corinthians 4:8
- So let us run the race that is before us and never give up. We should remove from our lives anything that would get in the way. Hebrews 12:1
- And so encourage one another and help one another, just as you are now doing. 1 Thessalonians 5:11
- Never doubt God's mighty power to work in you and accomplish all this. He will achieve infinitely more than your greatest request, your most unbelievable dream, and exceed your wildest imagination! Ephesians 3:20

## Activities

### Resources:

- [http://www.bbc.co.uk/history/historic\\_figures/shackleton\\_ernest.shtml](http://www.bbc.co.uk/history/historic_figures/shackleton_ernest.shtml)
- Finding Nemo clip (Disney, 2003); fish template; coloured card; decorative material
- example Dreamboard; mixture of pictures and words pre-cut from magazines; thin card for Dreamboard; glue

### Book suggestions:

- The Yes by Sarah Bee and Satoshi Kitamura
- Survivors by David Long
- After the fall (How Humpty Dumpty Got Back Up Again) by Dan Sanat

### P4C Questions:

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# Year 4

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

F1. that families are important for children growing up because they can give love, security and stability. F3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. F4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

RR4. the importance of self-respect and how this links to their own happiness.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

HP5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!

#### Essential Knowledge – Year 4

- recall a way someone has shown them love through kind words or actions and describe themselves in a positive way
- identify ways they feel the most love and give an example of a time when they had been loved in this way
- identify their strengths and achievements
- record and list their unique facts and figures measurements
- show gratitude for the amazing things their bodies can do
- suggest ways bacteria spreads and create a rhyme/song or rap to remind others of the importance of hand washing in loving themselves and others
- reflect on ways to let love into their hearts

#### Year 4 Bible references:

- The second command is this: Love your neighbour as you love yourself. Mark 12:31
- And from far away the Lord appeared to his people. He said, "I love you people with a love that will last forever. I became your friend because of my love and kindness. Jeremiah 31:3
- God has made us what we are. Ephesians 2:10
- I praise you because you made me in an amazing and wonderful way. Psalm 139:14
- But Lord, you are our father. We are like clay, and you are the potter. Your hands made us all. Isaiah 64:8
- I give you a new command: Love each other. You must love each other as I have loved you. John 13:34

## Activities

### Resources:

- Beach ball
- rulers and tape measures
- Youtube clip - [HTTPS://WWW.YOUTUBE.COM/WATCH?V=YBGSOIMPXZG&T=12S](https://www.youtube.com/watch?v=YBGSOIMPXZG&T=12S)

### Book suggestions:

- Ballerino Nate by Kimberly Brubaker Bradley
- Exclamation Mark by Amy Krouse Rosenthal
- Rosie Revere – Engineer / Iggy Peck - Architect / Ada Twist – Scientist by Andrea Beaty

### P4C Questions:

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# Year 4 PSHE Vocabulary

## Essential Vocabulary

**DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!**

observant  
facial expression  
body language  
negotiate  
responsibility  
heroes  
community

**VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!**

forgiveness  
apology / sorry  
mending friendship  
(negative) stress  
healthy boundaries  
online abuse

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

courage  
friendship  
truth / lies  
fake / false  
consequence  
mistake  
smoking

**HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART**

consequence  
cultivate  
characteristics  
healthy family life  
trust  
positive/negative mental wellbeing  
choices  
teasing / bullying

**RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE**

puberty  
habits  
goals / dreams  
persevere  
overcoming obstacles  
challenge  
resolve  
strength

**ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!**

love  
strength  
uniqueness  
achievements  
gratitude  
bacteria / virus  
handwashing hygiene



# Year 5

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  
CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

MW7. isolation and loneliness can affect children and that it is very important for children to talk about their feelings with an adult and seek support

OR1. that people sometimes behave differently online, including by pretending to be someone they are not.

OR4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

ISH3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

OR4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

RR1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships.

RR5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

### PSHE

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

H1. what positively and negatively affects their physical, mental and emotional health

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!

#### Essential Knowledge – Year 5

- suggest ways to show love for others and demonstrate loving others
- understand there are things they can do and people who can help them if they feel lonely
- understand and demonstrate the skills needed to listen to others well
- suggest people who deserve to be treated with honour and suggest ways they can demonstrate honour
- investigate the purpose and role of different groups
- think of things they should consider before posting online, showing awareness of what they should and shouldn't post online
- reflect on how they show love for others

#### Year 5 Bible references:

- Love your neighbour as yourself. Mark 12:31
- God is with you – wherever you may go and no matter what life brings. Joshua 1:9
- But a wise person listens. Proverbs 12:15
- Respect everyone, love other believers, honour God, and respect the Emperor. 1 Peter 2:17
- See that justice is done—help those who are oppressed, give orphans their rights, and defend widows. Psalm 1:17
- Do not abandon wisdom, and she will protect you; love her, and she will keep you safe. Getting wisdom is the most important thing you can do. Whatever else you get, get insight. Proverbs 4:6-7

## Activities

### Resources:

- Headphones playing music; HeartSmart word cards
- NSPCC film clip - [HTTPS://WWW.NSPCC.ORG.UK/PREVENTING-ABUSE/KEEPING-CHILDREN-SAFE/ SHARE-AWARE/](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/)

### Book suggestions:

- Zero by Kathryn Otoshi

### P4C Questions:

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### Websites:

<https://www.bbc.co.uk/teach/ks2-pshe/zbrg7nb>



# Year 5

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships

RR6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

### PSHE

H1 what positively and negatively affects their physical, mental and emotional health

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R7. that their actions affect themselves and others

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!

#### Essential Knowledge – Year 5

- describe and explain the impact of forgiveness
- develop simple strategies to resolve conflict
- explain what Nelson Mandela's life teaches them about forgiveness
- describe how different emotions feel and recognise the importance of emotions
- develop strategies for responding well to their mistakes
- recognise bullying in all its forms and find strategies for dealing with bullying
- reflect on ways they can rub out negative emotion

#### Year 5 Bible references:

- Love does not count up wrongs that have been done. 1 Corinthians 13:4-5
- They are blessed who work for peace for they will be called God's children. Matthew 5:9
- Forgive each other just as God forgave you in Christ. Ephesians 4:32
- God did not give us a spirit that makes us afraid but a spirit of power and love and self-control. 2 Timothy 1:7
- But if we confess our sins, he will forgive our sins. We can trust God. He does what is right. He will make us clean from all the wrongs we have done. 1 John 1:9
- The Lord is my light and the one who saves me. So why should I fear anyone? The Lord protects my life. So why should I be afraid? Psalm 27:1

## Activities

### Resources:

- <https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs>
- Temporary tattoos; soapy water; slide

### Book suggestions:

- Long Walk to Freedom: Illustrated Children's Edition - Nelson Mandela by Chris Van Wyk & Paddy Bouma
- Cloud Busting by Malorie Blackman
- 70 Ways to Bully-Proof Yourself by Jenny Alexander

### P4C Questions:

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# Year 5

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.  
 CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  
 CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

OR1. that people sometimes behave differently online, including by pretending to be someone they are not.

OR4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

ISH6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

DAT1. The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking

### PSHE

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R7. that their actions affect themselves and others

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy' drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

L17. to explore and critique how the media present information

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!

#### Essential Knowledge – Year 5

- recognise that they do not need to lie about themselves and list amazing facts about themselves
- understand that the images they see on social media and in magazines are not always real and discuss how unrealistic images can make them feel
- explain what to do when they feel like they need to hide how they really feel
- describe what vulnerability is and identify qualities that build trust for vulnerability
- explain why growing feedback is important and identify the difference between 'No Entry' and 'Welcome' responses to feedback
- find out the risks associated with alcohol use in young people
- reflect on ways that 'Fake is a Mistake!'

#### Year 5 Bible references:

- Love takes no pleasure in evil but rejoices over the truth. 1 Corinthians 13:6
- People look at the outside of a person, but the Lord looks at the heart. 1 Samuel 16:7
- And I am convinced that nothing can ever separate us from God's love. Romans 8:38
- Don't give holy things to dogs, and don't throw your pearls before pigs. Pigs will only trample on them, and dogs will turn to attack you. Matthew 7:6
- As iron sharpens iron, so people can improve each other. Proverbs 27:17
- Have nothing to do with the worthless things that people do, things that belong to the darkness. Instead, bring them out to the light. Ephesians 5:11

## Activities

### Resources:

- Lammily story - <https://www.youtube.com/watch?v=EI7y2W-i-EQ> Lammily website - <https://lammily.com>
- Blue Planet crab clip: <https://www.youtube.com/watch?v=IQyopA3JoWo>
- Welcome and No Entry double sided sign (or write on individual whiteboards to flip)
- Drinkaware - <https://www.youtube.com/watch?v=aucAFuZJuC4>

### Book suggestions:

### P4C Questions:

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# Year 5

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.  
 CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing  
 CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  
 F1. that families are important for children growing up because they can give love, security and stability.  
 F2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.  
 F4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  
 MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.  
 RR1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  
 BS4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know  
 ISH2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.  
 ISH4. why social media, some computer games and online gaming, for example, are age restricted.  
 HP3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health  
 H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'  
 H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals  
 R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships  
 R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families  
 L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART

#### Essential Knowledge – Year 5

- demonstrate different ways to show love to themselves and others
- understand how powerful people lead others
- describe the heart reputation they would like to have
- suggest ways to know what they should and shouldn't watch and list things they should avoid watching
- explain how another person has supported or encouraged them, how that has made them feel and write a letter to thank that person
- understand that good quality sleep is important for their health
- reflect on how they can protect their own and other's hearts

#### Year 5 Bible references:

- Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23
- Do to others as you would have them do to you. Luke 6:31
- Being respected is more important than having great riches. To be well thought of is better than owning silver or gold. Proverbs 22:1
- Let the peace that Christ gives control your thinking. Colossians 3:15
- Every time I think of you, I give thanks to my God. Philippians 1:3
- In peace I will lie down and sleep, for you alone, LORD, make me dwell in safety. Psalm 4:8

## Activities

### Resources:

- <https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-sleep>

### Book suggestions:

- The Day the Crayons Quit by Drew Daywalt (leadership is about listening to others)
- Thanks a Million by Nikki Grimes

### P4C Questions:

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# Year 5

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

CAB1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

CAB2. about menstrual wellbeing including the key facts about the menstrual cycle

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H13. How their body will, and their emotions may, change as they approach and move through puberty

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

**RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE**

### Essential Knowledge – Year 5

- describe situations where they get stuck and suggest ways to persevere when they are stuck
- understand that there is always a way through seemingly impossible situations
- give examples of internal success they can grow toward a goal
- describe some of the tools that can help them live lives full of hope
- explain key facts about the menstrual cycle
- describe ways to look after their health and wellbeing as they grow up
- reflect on ways 'No Way Through' isn't True!, by recalling a time when they were stuck but found a way through and identify strategies used to overcome challenges

### Year 5 Bible references:

- Love never gives up; and its faith, hope, and patience never fail. Love is eternal - 1 Corinthians 13:7-8
- Moses held out his hand over the sea, and the Lord drove the sea back with a strong east wind. It blew all night and turned the sea into dry land. The water was divided Exodus 14:21
- I've come that they may have life and life to the full. John 10:10
- I pray that the God who gives hope will fill you with much joy and peace while you trust in him. Then your hope will overflow by the power of the Holy Spirit. Romans 15:13
- For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made. Psalm 139. 13-14

## Activities

### Resources:

- Egg in the flask experiment
- glass jars; sharpies or glass pens; tealight candles

### Book suggestions:

- Cycling to Grandma's House by Jac Torres-Gomez
- Survivors by David Long

### P4C Questions:

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# Year 5

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

RR4. the importance of self-respect and how this links to their own happiness.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

F6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult.

BS6. how to ask for advice or help for themselves or others, and to keep trying until they are heard

BS7. how to report concerns or abuse, and the vocabulary and confidence needed to do so

BS8. where to get advice e.g. family, school and/or other sources

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R11. to work collaboratively towards shared goals

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!

#### Essential Knowledge – Year 5

- recall a way someone has shown them love through kind words or actions and describe themselves in a positive way
- appreciate that they have value and purpose
- consider how the words they listen to about themselves can make them feel
- demonstrate different ways to respond in different pressured scenarios
- recall significant events and people in their own lives
- recognise when they need help and suggest people to go to when needed
- reflect on ways to let love into their hearts

#### Year 5 Bible references:

- The second command is this: Love your neighbour as you love yourself. Mark 12:31
- When birds are sold, two small birds cost only a penny. But not even one of the little birds can die without your Father's knowing it. God even knows how many hairs are on your head. So don't be afraid. You are worth much more than many birds. Matthew 10:29-31
- Jesus answered, "I am the way. And I am the truth and the life." John 14:6
- Do not be shaped by this world; instead be changed within by a new way of thinking. Then you will be able to decide what God wants for you; you will know what is good and pleasing to him and what is perfect. Romans 12:2
- Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23

## Activities

### Resources:

- <https://www.warhistoryonline.com/instant-articles/story-gunner-australian-shepherd.html>

### Book suggestions:

- The Chocolate War by Robert Cormier
- The Queen Bee and Me by Gillian McDunn
- You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything by Matthew Syed

### P4C Questions:

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# Year 5 PSHE Vocabulary

## Essential Vocabulary

**DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN’T HEALTHY!**

loneliness  
effective listening  
honour  
deserve / worthy of  
purpose  
significant charities and groups  
online posting awareness

**VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON’T RUB IT IN, RUB IT OUT!**

forgiveness  
emotion recognition  
resolve  
conflict  
bullying  
mistakes

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

(un) realistic  
social media  
perceptions  
fake / false  
vulnerability  
trust  
growing feedback  
alcohol (physical and mental risks)

**HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART**

powerful people  
leadership  
desirable attributes  
appropriate content  
watershed  
encouragement  
quality sleep

**RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN’T TRUE**

hope  
resolve  
perseverance  
health and wellbeing  
menstrual cycle  
adolescence

**ASPIRATIONS - Learning how important, valued and loved we are – DON’T FORGET TO LET LOVE IN!**

love  
appreciate  
positivity  
significance  
peer-pressure  
self-worth / value  
purpose



# Year 6

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

RR1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

RR5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

ISH2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

ISH3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

ISH4. why social media, some computer games and online gaming, for example, are age restricted.

### PSHE

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!

#### Essential Knowledge – Year 6

- suggest ways to show love for others and demonstrate loving others
- acknowledge that there are ways they are different and ways they are the same
- listen carefully to others and offer feedback
- explore how the generations that have gone before them have overcome challenges that they benefit from today
- suggest ways to be a good friend
- identify and explain the dangers and benefits of social media
- reflect on how they show love for others

#### Year 6 Bible references:

- Love your neighbour as yourself. Mark 12:31
- Even more than all this, clothe yourself in love. Love is what holds you all together in perfect unity. Colossians 3:14
- The wise listen to others. Proverbs 12:15
- Good people leave an inheritance to their grandchildren Proverbs 13:22
- Keep company with the wise and you will become wise. Proverbs 13:20
- Your insight and understanding will protect you. Proverbs 2:11

## Activities

### Resources:

- TED Listening technique
- containers; compost; trowels; seeds e.g. Busy Lizzie, herbs

### Book suggestions:

- <https://www.twinkl.co.uk/resource/t2-h-5562-ks2-millicent-fawcett-differentiated-reading-comprehension-activity>
- [https://www.ducksters.com/biography/women\\_leaders/marie\\_curie.php](https://www.ducksters.com/biography/women_leaders/marie_curie.php)
- Love Will See You Through: Martin Luther King Jr.'s Six Guiding Beliefs (as Told by His Niece) by Angela Farris Watkins
- The Island by Armin Greder

### P4C Questions:

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# Year 6

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships.

RR6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

OR1. that people sometimes behave differently online, including by pretending to be someone they are not.

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!

#### Essential Knowledge – Year 6

- describe forgiveness and explain the impact of it
- develop strategies to resolve conflict and disputes
- explore the importance of forgiving for their own benefit and consider the barriers to forgiving
- understand that tone and body language communicates more than words
- explain what makes a trustworthy friend and when it is ok to break a confidence
- understand the impact bullying can have and explain how to get help if they, or someone they know is being bullied
- reflect on ways they can rub out negative emotion

#### Year 6 Bible references:

- Love does not count up wrongs that have been done - 1 Corinthians 13:4-5
- Happy are those who work for peace; God will call them his children! Matthew 5:9
- Jesus answered, "I tell you, you must forgive him more than 7 times. You must forgive him even if he does wrong to you 70 times 7." Matthew 18:22
- In your lives you must think and act like Christ Jesus. Philippians 2:5
- No one who gossips can be trusted with a secret, but you can put confidence in someone who is trustworthy. Proverbs 11:13
- God did not give us a spirit that makes us afraid but a spirit of power and love and self-control. 2 Timothy 1:7

## Activities

### Resources:

- Media clip - <https://www.belfasttelegraph.co.uk/video-news/parents-of-murdered-jimmy-mizenexplain-decisions-to-forgive-killer-36895305.html>
- Scraps of coloured paper; glue sticks
- YouTube clip from Anti-Bullying Pro - <HTTPS://WWW.YOUTUBE.COM/WATCH?V=HR2DK0QQ3SW>

### Book suggestions:

- Cloud Busting by Malorie Blackman
- 70 Ways to Bully-Proof Yourself by Jenny Alexander

### P4C Questions:

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# Year 6

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

BS1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships.

HP6. The facts and science relating to immunisation and vaccination

ISH6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted

DAT1. The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking

### PSHE

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R16. to recognise and challenge stereotypes

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

H1. what positively and negatively affects their physical, mental and emotional health

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy' drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!

#### Essential Knowledge – Year 6

- show they can communicate differing opinions with respect and explain how to communicate the truth lovingly
- understand the idea of self-worth and that they are loved just as they are
- replace negative self-talk with positive self-talk
- define what a boundary is and explain how using boundaries means they can have respectful friendships
- find out facts about vaccinations from credible sources and suggest ways to discern if information online is credible
- identify physical and mental health risks associated with taking drugs and suggest ways to avoid drug taking
- reflect on ways that 'Fake is a Mistake!'

#### Year 6 Bible references:

- Love takes no pleasure in evil but rejoices over the truth. 1 Corinthians 13:6
- I praise you because you made me in an amazing and wonderful way. What you have done is wonderful. I know this very well. Psalm 139: 13-14
- We pull down every proud obstacle that is raised against the knowledge of God; we take every thought captive and make it obey Christ. 2 Corinthians 10:5
- The boundary lines have fallen for me in pleasant places; surely I have a delightful inheritance. Psalm 16:6
- Get wisdom, get understanding: do not forget my words or turn away from them. Proverbs 4:5-9
- Have nothing to do with the worthless things that people do, things that belong to the darkness. Instead, bring them out to the light. Ephesians 5:11

## Activities

### Resources:

- Great Debate Film 5 (If the children haven't yet watched 'Fake is a Mistake!' Film 1 you may want to watch that first to introduce the principle.
- A behind the scenes version of the 'This is Me' song, from the film 'The Greatest Showman' (20th Century Fox, 2017)  
[https://www.youtube.com/watch?v=XLFEvHWD\\_NE](https://www.youtube.com/watch?v=XLFEvHWD_NE)
- [www.talktofrank.com](http://www.talktofrank.com)

### Book suggestions:

- Two Monsters by David McKee
- Smoking, drugs and alcohol (Healthy for Life) by Anna Claybourne

### P4C Questions:

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# Year 6

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.  
 CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  
 F5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong  
 MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.  
 MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  
 MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  
 MW6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  
 RR4. the importance of self-respect and how this links to their own happiness.  
 BS2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe  
 BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult  
 HE1. what constitutes a healthy diet (including understanding calories, and other nutritional content  
 HE2. the principles of planning and preparing a range of healthy meals

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health  
 H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet  
 H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  
 H14. to recognise when they need help and to develop the skills to ask for help  
 R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships  
 R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment  
 R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART

#### Essential Knowledge – Year 6

- suggest ways the choices they make can help or hurt their hearts
- explain how changing body language can make them feel more powerful
- suggest ways people can become 'hard-hearted', ways to keep their hearts soft and strong and suggest the benefits of a soft-strong heart over a hard heart
- recognise when it is right to keep a secret and when secrets should be shared
- understand that marriage is a commitment of two people to each other
- plan a healthy, balanced meal, using understanding of healthy foods
- reflect on how they protect their own and other's hearts

#### Year 6 Bible references:

- Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23
- For God has not given us a spirit of fear, but of power and of love and of a sound mind. 2 Timothy 1:7
- I will put a new way to think inside you. I will take out the stubborn heart like stone from your bodies. And I will give you an obedient heart of flesh. Ezekiel 36:26
- Trust in the Lord with all your heart. Proverbs 3:5
- Therefore a man shall leave his father and his mother and hold fast to his wife, and they shall become one flesh Genesis 2:24
- So whether you eat or drink or whatever you do, do it all for the glory of God. 1 Corinthians 10:31

## Activities

### Resources:

- 'Power poses' look for Amy Cuddy's Ted Talk online
- Andrex advert (available online)
- [www.bbcgoodfood.com/recipes](http://www.bbcgoodfood.com/recipes)

### Book suggestions:

- Thanks a Million by Nikki Grimes
- My Little Book of Big Freedoms by Chris Riddell and Amnesty International
- Wedding/Marriage quotes - various

### P4C Questions:

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# Year 6

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

CAB1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

H13. How their body will, and their emotions may, change as they approach and move through puberty

H16. what is meant by the term 'habit' and why habits can be hard to change

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE

#### Essential Knowledge – Year 6

- describe situations and suggest ways to persevere when they are stuck
- describe the impact of changing their thinking from 'I can't do it' to 'I can't do it yet' and explain the importance of practice
- establish self-awareness to work out how they feel, why they feel that way and what they need
- explain the effect of having hope
- explore stepping out of their comfort zone and suggest how to apply to real-life contexts
- describe the changes in the brain as they go through adolescence
- reflect on ways 'No Way Through' isn't True!

#### Year 6 Bible references:

- Love never gives up; and its faith, hope, and patience never fail. Love is eternal - 1 Corinthians 13:7-8
- So let us run the race that is before us and never give up. Hebrews 12:1
- My God will use his wonderful riches in Christ Jesus to give you everything you need. Philippians 4:19
- We also have joy with our troubles, because we know that these troubles produce patience. And patience produces character, and character produces hope. Romans 5:3-4
- Remember that I commanded you to be strong and brave. Don't be afraid, because the Lord your God will be with you everywhere you go. Joshua 1:9
- For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made. Psalm 139. 13-14

## Activities

### Resources:

- Newspaper, sellotape
- crayons / decorations; hole punch; ribbon / string
- Hula-hoops; Post it notes - two different colours
- Different coloured play dough

### Book suggestions:

- What do you do with a problem? by Kobi Yomada
- Wilma Unlimited by Kathleen Krull

### P4C Questions:

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# Year 6

## Relationships and Health Objectives / PSHE Programme of Study

### R&HE

RR4. the importance of self-respect and how this links to their own happiness.

MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health.

F1. that families are important for children growing up because they can give love, security and stability.

F3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends.

CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

HP1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

### PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

## Ackworth Howard's Knowledge Essentials (HeartSmart – Whole School Half-termly themes)

### ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!

#### Essential Knowledge – Year 6

- recall a way someone has shown them love through kind words or actions and describe themselves in a positive way
- consider their self-worth and recognise their value as an individual
- encourage one another with kind and positive words and accept encouragement from others
- recall significant events and people in their lives so far and recognise that every person and story is unique
- consider and explain things they are grateful for
- suggest ways to spot early signs of illness
- reflect on ways to let love into their hearts

#### Year 6 Bible references:

- The second command is this: Love your neighbour as you love yourself. Mark 12:31
- Look at the birds in the air. They don't plant or harvest or store food in barns. But your heavenly Father feeds the birds. And you know that you are worth much more than the birds. Matthew 6:26
- Do not use harmful words, but only helpful words, the kind that build up and provide what is needed, so that what you say will do good to those who hear you. Ephesians 4:29
- I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future. Jeremiah 29:11
- Give thanks to the Lord, because he is good; his love is eternal. Psalm 136:1
- Above all else, guard your heart, for everything you do flows from it. Proverbs 4:23

## Activities

### Resources:

- Large piece of paper with head shaped hole in the middle (one for each child); felt pens; camera
- Enlarged photocopies of each child's thumb print
- Jar for every child; materials to decorate the jars; small pieces of paper

### Book suggestions:

- You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything by Matthew Syed

### P4C Questions:

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# Year 6 PSHE Vocabulary

## Essential Vocabulary

**DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN’T HEALTHY!**

love  
feedback  
criticism  
danger / benefits  
social media  
generations  
overcome obstacles  
appreciation

**VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON’T RUB IT IN, RUB IT OUT!**

conflict / dispute  
strategies  
forgiveness  
tone / expression  
body language  
communication  
trustworthy  
confidence  
bullying (different forms)

**SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!**

negative-talk  
positive-talk  
inner voice  
self-worth  
effective communication  
boundary(ies)  
respectful relationship  
vaccination  
credible source  
drugs (mental and physical risks)

**HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART**

healthy foods  
balanced meal  
body language  
hard-hearted  
strength  
secrets / confidentiality  
commitment  
marriage  
relationship

**RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN’T TRUE**

importance  
practise  
self-awareness  
growth mind-set  
positive thinking  
hope  
comfort zone  
adolescence

**ASPIRATIONS - Learning how important, valued and loved we are – DON’T FORGET TO LET LOVE IN!**

love  
uniqueness  
gratitude  
encouragement  
acceptance  
individuality  
illness  
diagnose