



# Glenmere Primary Personal Growth Curriculum

## **Personal growth curriculum aims**

- Aims to give pupils the cultural capital they need to succeed in life.
- Knowledge and skills that they can draw upon to demonstrate their cultural awareness.
- Knowledge and competence
- Ingredients they need to be successful in society
- Give them the skills and knowledge to be successful in their career and work.
- Communication skills
- Cross-cultural communication
- Awareness on the diverse perspective on issues around the world.
- An ability to work well with others.

**At Glenmere, we like to ensure our pupils to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, are able to adapt to new work and leisure patterns and keep up with the rapid expansion of communication technologies.**

**Our school curriculum passes on enduring values, developing pupils' integrity and autonomy and helping them to be responsible and caring citizens capable of contributing to the development of a just society.**

**We will provide rich opportunities for the children to explore citizenship and real-life world issues, which at times they may have to grapple with to make sense of it. This, in turn, helps them to develop skills such as collaboration and communication, thus equipping them with the necessary skills for life in the 21st century.**

		Main theme	Foundation	Year 1/2	Year 3/4	Year5/6
Year A Autumn 1	<b>The Right To Be Me</b>  <b>Human Rights – moral responsibility</b>  Martin Luther King Rosa Parks Gandhi Oskar Schindler (Yr5/6) Nelson Mandela Jimmy Carter Dalai Lama	Knowing about human rights including the UN Convention on the Rights of the Child. <ul style="list-style-type: none"> <li>valuing our common humanity, the meaning of universal human rights</li> <li>understanding rights and responsibilities in a global context and the and the relationship between the global and the local</li> <li>understanding human rights as a framework for challenging inequalities and prejudice such as racism</li> <li>knowing about the UN Convention on the Rights of the Child, the European declaration on Human Rights and the Human Rights Act in UK law</li> </ul>	They begin to understand fairness, the need to care for other people and the environment, and to be sensitive to the needs and views of others.  Children listen to and discuss stories from different countries about issues of right and wrong, the needs of others and how we can help one another. <ul style="list-style-type: none"> <li>basic needs for human life</li> </ul>	They learn that all humanity shares the same basic needs but that there are differences in how and to what extent these needs are met.  Children learn about themselves as members of a community, with rights and responsibilities for themselves, for others and for their environment. <ul style="list-style-type: none"> <li>rights in class and school</li> <li>the need to respect the rights of others</li> <li>basic human rights and how some people have these denied</li> </ul>	UN Convention on the Rights of the Child <ul style="list-style-type: none"> <li>reasons why some people have their rights denied</li> <li>those responsible for rights being met (e.g. teachers, local and national government)</li> </ul>	Universal Declaration of Human Rights <ul style="list-style-type: none"> <li>importance of citizens, societies and governments respecting and defending people’s human rights</li> <li>current and historical human rights issues and movements in own country and elsewhere</li> </ul> <p>Links with National Holocaust Memorial Day and how Human Rights were not met</p>
Whole school focus: Class debates around a chosen topic.						
Year B Autumn 1	<b>Garden to plate</b>  <b>Sustainability</b>	Cooking and growing food. Understanding where different foods come from.	Do they understand the life cycle of plants and animals? <ul style="list-style-type: none"> <li>Do they understand that all food comes</li> </ul>	Do they understand that all food comes from plants or animals? <ul style="list-style-type: none"> <li>Can they sort a number of foods into plant or animal groups?</li> </ul>	Can they name the sources of common ingredients found in meals? <ul style="list-style-type: none"> <li>Can they name some foods produced in the UK?</li> </ul>	Can they explain that food goes through basic processes before it reaches us?  Can they decide which foods grow where and which are

		<p>Understanding what processes food will have gone through before arriving on their plate.</p>	<p>from plants or animals?</p> <ul style="list-style-type: none"> <li>• Can they describe how food makes the journey from farm to fork?</li> <li>• Do they understand what plants need to grow?</li> </ul> <p>Are they aware that ingredients are available from a range of sources (shops, markets, grown at home)?</p> <ul style="list-style-type: none"> <li>• Can they select and use appropriate tools needed for a recipe?</li> <li>• Can they use tools effectively and safely? <ul style="list-style-type: none"> <li>• Can they identify and use the appropriate ingredients for a recipe?</li> </ul> </li> <li>• Can they complete basic hygiene tasks? (e.g. wash hands)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give examples of foods from animal sources?</li> <li>• Can they give examples of foods from plant sources?</li> <li>• Can they explain how animals are farmed? <ul style="list-style-type: none"> <li>• Can they explain how plants are farmed?</li> </ul> </li> <li>• Can they describe how people can grow their own food at home?</li> <li>• Can they describe how food changes from farm to fork to make it safe to eat for some basic foods?</li> </ul> <p>Can they recognise a range of basic ingredients?</p> <ul style="list-style-type: none"> <li>• Can they explain that ingredients are available from different shops, markets, or grown at home?</li> <li>• Can they explain that some ingredients need to be prepared before they can be eaten?</li> <li>• Can they explain that some equipment has a special job and know what that special job is, e.g. colander, peeler?</li> <li>• Can they use a range of simple equipment?</li> <li>• Can they use basic cooking skills to make a dish?</li> <li>• Can they identify that different foods need to be stored differently?</li> <li>• Can</li> </ul>	<p>Can they name some foods produced outside the UK?</p> <ul style="list-style-type: none"> <li>• Can they explain the climate and conditions affect when and where food is produced?</li> </ul> <p>Do they know that there is a vast range of ingredients used around the world?</p> <ul style="list-style-type: none"> <li>• Do they understand that diets around the world are based on similar food groups?</li> <li>• Do they know that food is prepared in different ways due to a number of factors, including country, culture, custom and religion?</li> <li>• Can they use the eat-well plate and consider the needs of different people when planning and cooking food?</li> <li>• Can they suggest and demonstrate healthier ways to prepare and cook foods?</li> <li>• Can they read and interpret basic nutrition information on food packaging when making choices?</li> <li>• Can they plan and prepare food appropriate</li> </ul>	<p>best for different times of year?</p> <p>Can they explain how that at home we process food to make it edible and safe?</p> <p>Can they describe how food is processed on a large scale in places such as restaurants and factories to make it edible and safe to eat?</p> <p>Can they write and follow recipes?</p> <p>Can they weigh and measure accurately?</p> <p>Can they select and use the most appropriate ingredients and equipment to plan and cook a range of dishes?</p> <p>Can they modify existing recipes?</p> <p>Can they demonstrate an extended range of food skills and techniques?</p> <p>Can they describe how food can spoil and decay due to the action of microbes, insects and other pests?</p> <p>Can they explain how to use date marks and food storage instructions on food packaging? Can they demonstrate good personal hygiene when cooking?</p>
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				<p>they explain the hygiene and safety rules, which need to be followed before, during and after cooking?</p> <ul style="list-style-type: none"> <li>• Can they explain that people eat different food and meals according to the time of day, which they are and the occasion?</li> </ul>	<p>for a range of different occasions?</p> <p>Do they understand that a range of factors determine what is eaten throughout the world?</p> <ul style="list-style-type: none"> <li>• Can they see the differences between diets varying in individuals for reasons such as availability, preference, resources, time, culture and religion?</li> </ul>	<p>Can they demonstrate good food safety and hygiene when cooking?</p>
Whole school-buying, growing, preparing food for a special occasion.						
Year A Autumn 2	<p><b>Value of money?</b></p> <p><b>Financial Capability</b></p>	<p>The value of money</p> <p>Budgeting and spending</p> <p>Using money effectively</p>	<ul style="list-style-type: none"> <li>• Can they name and describe different coins and notes?</li> <li>• Do they understand the exchange of coins and notes for goods</li> <li>• Do they know that they can spend money in different places and on different things?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand that different countries use different coins and notes?</li> <li>• Can they pick out foreign coins from a selection and discuss them?</li> <li>• Do they understand the exchange of coins and notes and giving change.</li> </ul> <p>Are they able to talk about things that they may want to spend their money on?</p> <p>E.g. How the class might spend £50 on resources</p> <ul style="list-style-type: none"> <li>• Do they recognise that adults also have to spend money on familiar things like household bills and food bills etc.?</li> </ul>	<p>Can they develop an understanding of how global trade works and some of the consequences e.g.) Fair Trade</p> <ul style="list-style-type: none"> <li>• Do they understand how we get money from work and earnings?</li> <li>• Do they know that we may get money from benefit payments if there is insufficient or no work?</li> <li>• Can they identify regular financial commitments</li> </ul>	<p>Can they investigate and compare internet and mail order shopping?</p> <ul style="list-style-type: none"> <li>• Can they understand the concept of credit e.g. investigate different credit deals?</li> <li>• Can they understand how global trade works e.g. understanding of chocolate trade line and the incomes of each group?</li> <li>• Do they understand that we need money for retirement through pensions, how this is paid for, when this happens and why?</li> </ul>
Whole school focus: grow a pound challenge.						

Year B Autumn 2	<b>Peace and conflict</b>  <b>Social responsibility</b>	Understanding what conflict is. Solutions for resolving conflict.	<ul style="list-style-type: none"> <li>• How own actions have consequences</li> <li>• some basic ways to avoid, manage and resolve conflict</li> <li>• participate in group activities</li> <li>• take turns and share</li> <li>• manage disputes peacefully</li> </ul>	<ul style="list-style-type: none"> <li>• causes of disagreement and conflict at personal, classroom and household levels</li> <li>• some ways of avoiding, managing and resolving conflict</li> <li>• play and work cooperatively</li> <li>• help to ensure that everyone in own group is included</li> <li>• begin to show tact and diplomacy</li> </ul>	some causes and effects of conflict at all levels from personal to global <ul style="list-style-type: none"> <li>• strategies for managing, resolving and preventing conflict, including 'win-win' solutions</li> <li>• examples of conflicts past and present in own society and others</li> </ul> work cooperatively to solve problems or achieve goals <ul style="list-style-type: none"> <li>• use strategies to manage anger, frustration and aggressive feelings</li> <li>• use knowledge of others' viewpoints to resolve problems and compromise</li> </ul>	<ul style="list-style-type: none"> <li>• wider causes and effects of conflict at all levels</li> <li>• importance of resolving conflict fairly</li> <li>• Understanding conflicts from history that have been resolved.</li> </ul> Understanding global conflicts. <ul style="list-style-type: none"> <li>• role of non-violent protest in social and political change</li> <li>• take on different roles in group work</li> <li>• employ effective strategies for repairing damaged relationships</li> </ul>
Whole school focus-external visit to court rooms or making debating teams in classes with conflicts to solve. Create a Poppy wall/remembrance wall.						
Year A Spring 1	<b>Colours of the rainbow?</b>  <b>Diversity</b>  Understand how everyone's life may be different. Understand growing up in different backgrounds and countries.	Understanding and respecting differences and relating these to our common humanity. <ul style="list-style-type: none"> <li>• appreciating similarities and differences around the world in the context of universal human rights</li> <li>• understanding the importance of respecting differences in culture, customs and traditions</li> </ul>	They begin to develop awareness of diversity of peoples, places, cultures, languages and religions.  uniqueness and value of every person <ul style="list-style-type: none"> <li>• similarities and differences between self and others</li> </ul>	Children begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of cultures and places. <ul style="list-style-type: none"> <li>• similarities and differences between peoples in local setting and also in wider contexts</li> </ul>	Children develop their understanding beyond their own experience and build up their knowledge of the wider world and of diverse societies and cultures. They learn about the similarities and differences between people and places around the world and about disparities in the world.  Diversity of cultures and societies within and beyond own experience	Children and young people develop their understanding of their role as citizens within local and global contexts and extend their knowledge of the wider world.  Benefits and challenges of diversity <ul style="list-style-type: none"> <li>• impacts of stereotyping, prejudice and discrimination and how to challenge these</li> <li>• importance of language, beliefs and values in cultural identities</li> </ul>

	Understand the importance to some in having a strong cultural belief.	<ul style="list-style-type: none"> <li>• developing a sense of awe at the variety of peoples and environments around the world</li> <li>• understanding the impact of the environment on culture and societies</li> <li>• appreciating diverse perspectives on global issues and how identities affect opinions and perspectives</li> <li>• understanding the nature of prejudice and discrimination and how they can be challenged and combated</li> </ul>			<ul style="list-style-type: none"> <li>• contributions of different cultures to our lives</li> <li>• nature of prejudice, racism and sexism and ways to combat these</li> </ul>	
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Whole school focus: Dress up day linked to different cultures.

Year B Spring1	<b>Investors</b>  <b>Financial Capability</b>	Using money effectively. Understanding making and losing money. Understanding the importance of saving. Understanding good value for money.	Are they beginning to recognise that they will need to use money in different ways? • Can they name different ways money can be used? E.g. saving, spending, giving • Are they beginning to understand why money is used?	Do they understand the consequences of losing money or having it stolen? e.g. discuss if we lose something that it needs replacing • Can they choose how to spend money e.g. pock money/class raised money • Can they begin to talk about the value of money e.g. discuss whether, or in what circumstances £5 is a lot of money? • Can they	Can they decide how to spend money, real or imagined? E.g.) What would you do if you were given £10? £100? £1,000? £10,000? • Can they justify needs and wants and prioritise spending using a limited budget? • Are they able to assess best buys in a variety of circumstances? E.g.) Are the most expensive trainers always worth it?	Can they understand probability and insurance – weighing up likelihood of risks? • Can they understand the purpose of savings for example research and compare different ways of saving money including ease of access and interest rates? • Do they know the interest rates for savings and borrowings may change and
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				<p>recognise how we spend money and that our satisfaction from the purchase may vary? (link to wants and needs) • Do they understand that there are consequences to having more or less money e.g. What happens if you have no money for sweets? Or the bus home? (link to wants and needs)</p> <ul style="list-style-type: none"> <li>• Are they beginning to understand that people have different standards of living in different countries? E.g. find out about different incomes and prices in different countries</li> </ul>	<ul style="list-style-type: none"> <li>• Do they know that looking after a budget may include saving money for future wants and needs? • Are they aware that donations to charity might be included in spending?</li> <li>• Can they compare standards of living across time and place? E.g.) compare earnings and prices nowadays with another period of history.</li> </ul>	<p>that they have implications of finances?</p> <ul style="list-style-type: none"> <li>• Do they understand the purpose of financial of organisations (including borrowing linked to interest)?</li> <li>• Do they understand the differences between “good” debit (planned and manageable) and “bad” debit (unplanned and unmanageable). For example investing mobile phone charges</li> <li>• Can they assess best buy offers and deal in a range of circumstance? Compare buy on get one free, three for the price of two and half price.</li> <li>• Can they explain how spending money and are satisfaction from the purchase can vary e.g. how long things last, how well they perform and how long we are still interested in them?</li> </ul> <p>Are they able to make a plan for budgeting a sum of money for the class?</p> <ul style="list-style-type: none"> <li>• Can they develop methods to keep records of budgets and spending .</li> </ul>
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Whole school, investment interview, getting out and making contact with business owners and interviewing them.

<p>Year A Spring2</p>	<p><b>Food glorious food</b></p> <p><b>Sustainability</b></p>	<p>Nutrition and Enjoying food. Understanding diet and nutrition. Understanding food for special occasions.</p>	<p>Do they understand that food is a basic requirement of life?</p> <ul style="list-style-type: none"> <li>• Do they understand that we need food to grow, be active and maintain health?</li> <li>• Can they sort a selection of foods into healthy and unhealthy groups?</li> <li>• Can they identify and talk about a range of fruits and vegetables?</li> </ul> <p>Can they talk about foods they like and dislike with reasons?</p> <ul style="list-style-type: none"> <li>• Can they discuss the food that they eat during special occasions or cultural celebrations? (E.g. birthday, Eid, etc.)</li> <li>• Are they willing to try new foods?</li> </ul>	<p>Can they talk about foods they like and dislike with reasons?</p> <ul style="list-style-type: none"> <li>• Can they discuss the food that they eat during special occasions or cultural celebrations? (E.g. birthday, Eid, etc.)</li> <li>• Are they willing to try new foods?</li> </ul> <p>Can they explain the important social aspects of food and how families in the past ate?</p> <ul style="list-style-type: none"> <li>• Can identify lots of food ingredients that are used around the world?</li> <li>• Can show a deeper understanding of the country they are studying, their food and customs?</li> </ul> <p>Can experience food from a different culture and explain their opinion?</p> <ul style="list-style-type: none"> <li>• Can explain the part that food plays in special social occasions</li> <li>• Do they understand that a family sitting and eating together is a good thing and that taking part in what they eat at home is fun</li> </ul>	<p>Do they understand that a range of factors determine what is eaten throughout the world?</p> <ul style="list-style-type: none"> <li>• Can they see the differences between diets varying in individuals for reasons such as availability, preference, resources, time, culture and religion?</li> <li>• Do they understand that a variety and balance of food and drink is needed in a healthy diet?</li> <li>• Can they identify and classify unfamiliar and composite dishes according to the 5 groups depicted in the eat-well plate?</li> <li>• Understand that different diets may comprise similar raw foods combined in different ways?</li> <li>• Do they understand the different proportions of the model in relation to their own diet?</li> <li>• Can they use the eat-well plate when devising meals and menus for themselves and others?</li> </ul> <p>Do they understand the important social aspects of</p>	<p>Do they understand that different types of food provide different amounts of energy?</p> <ul style="list-style-type: none"> <li>• Can they demonstrate how different amounts of food, known as portions, provide different amounts of energy?</li> <li>• Can they explain that all food and drink provide nutrients?</li> <li>• Can they explain that other nutrients include vitamins and minerals, which are needed to keep the body healthy?</li> <li>• Can they describe how some foods also provide fibre but the body doesn't digest this?</li> <li>• Can they recognise that the amount of energy and nutrients provided by food depends on the portion eaten?</li> <li>• Do they understand that energy is provided by the nutrients, carbohydrates fat and protein?</li> <li>• Can they understand the functions of different nutrients? Can they recognise the nutrients provided by each section of the eat well plate?</li> </ul>
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					<p>food and how families in the past used to eat?</p> <ul style="list-style-type: none"> <li>• Can they explain that lots of food ingredients are used around the world?</li> <li>• Can they experience food from a different culture and comment on their opinions?</li> <li>• Can they recognise that diets around the world are based on the 5 food groups?</li> <li>• Can they use their prior skills to create food for special occasions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion?</li> <li>• Do they know about a country and how its customs and culture can affect the food people eat?</li> <li>• Can they describe an experience of trying food from a different culture?</li> <li>• Do they understand how different families eat their meals and know how to use basic cooking skills and equipment to prepare food?</li> <li>• Can they describe their experience the part food has to play in special, social occasions?</li> </ul>
Whole school :inviting families in to bring in foods linked to different countries and parents to try he food the children have cooked in school.						
Year B Spring2	<p><b>Planet heroes</b></p> <p><b>Environmental sustainability</b></p>	<p>Understanding of the things that affect their immediate, local and global environment.</p> <p>Working on something that could improve their immediate, local or global environment.</p>	<ul style="list-style-type: none"> <li>• An appreciation of, and care for, living things and own environment</li> <li>• sense of wonder and curiosity about the world</li> <li>• starting to value resources</li> <li>• A belief that everyone can do things to improve</li> </ul>	<p>concern about the local environment and willingness to care for it</p> <ul style="list-style-type: none"> <li>• taking care of resources and not wasting them</li> <li>• belief that people can make a difference, both on their own and when they work together</li> </ul>	<ul style="list-style-type: none"> <li>• sense of responsibility for the environment and the use of resources</li> <li>• commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> <li>• belief that individuals and groups can improve situations</li> <li>• willingness to cooperate with others to change</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation of interdependence between people and planet</li> <li>• concern about the effects of lifestyles and consumer choices on people and the planet willingness to take an informed stand on global issues</li> <li>• belief that people can often make a greater difference when they take action collectively look at</li> </ul>

			surroundings and support others.		things on the planet for the better.	examples of this that can improve the environment.
Whole school: create whole school art sculpture representing environmental sustainability						
Year A Summer 1	<b>Title??</b>  <b>Commitment and determination</b>	An ability to show resilience with different practical challenges. ‘personal capabilities’70 emphasises ‘tenacity, self-motivation, problem solving and self-image  Practical weekly tasks to build resilience, working in pairs or small groups.	To understand when trying something new, like climbing over a beam, that it doesn’t matter if you fall off, you can try again. • Understanding how their hard work helps them to make progress. Set them list of challenges over the 6 weeks that they have to tackle. Threading beads, making clay model, walking over a bench, weaving ribbons, catching a ball etc.  Talk to them about how it felt went it went wrong, how it felt when they tried hard and how it felt when they achieved their goal.	• Importance of believing they can achieve. • Recognising what skills they already have and could develop. Sharing ideas and solutions. • Making judgments on what went well, what needs improving, what did they learn. • Understand listening to others and trying both ideas.  • Try,cupstacking, recorders, Spinning plates, getting round obstacle course without falling off.	• importance of positive view of their nature and what qualities they can offer to the task. • the importance of defining a problem and generating different solutions. • Understanding the importance of evaluating solutions and decision making. • Understanding the importance of developing interpersonal communication skills. The importance of expressing themselves in a group in the right way and listening to others. Importance of communicating ideas. • Try-juggling, two balls, three balls, finger knitting,etc flipping	• To understand that resilience could contribute to healthy behaviours, higher qualifications and skills, better employment, better mental wellbeing, and a quicker or more successful recovery from illness. • To understand that resilience and adversity are distributed unequally across the population, and are related to broader socio-economic inequalities.  • Continue to develop and refine skills learnt in LKS2.  Try-Sudoku, playing, Patience,chess,sewing origami.
Whole school: circus skills day.						
Year B Summer 1	<b>Escape rooms</b>	To develop resilience skills with different practical activities linked to the idea of escape rooms. Children	• Can they list emotions we might feel when finding something challenging?	• Can they name some their own characteristics which makes them able to achieve?	• Name what characteristics makes a particularly resilient individual	• Do they know the seven C’s of resilience: control, competence, coping, confidence,

	<b>Resilience and cooperation</b>	will develop the skills in relation to decision making, problem solving and emotional regulation. This will include looking at breaking problems down into smaller steps – linking this to problems in everyday life	<ul style="list-style-type: none"> <li>• Can they name some good ways to deal with problems – e.g. instead of becoming annoyed, talk to an adult or ask for help</li> <li>• Do they know that sometimes things go wrong and that's ok?</li> <li>• Give them opportunities to make choices based on a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Do they know different ways of dealing with problems the encounters?</li> <li>• Do they understand the importance of working with each other?</li> <li>• Can they name what makes good team work?</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to resolve real-life scenarios with some different strategies</li> <li>• Identify what good cooperation is and identify what bad cooperation is, being able to suggest ways this could be improved.</li> <li>• Do they understand different problems they will come across at different stages?</li> </ul>	<p>connection, character and contribution?</p> <ul style="list-style-type: none"> <li>• Do they know how these seven Cs can help them to overcome challenges in life? How could they be implemented during group cooperation</li> <li>• Can they recognise and support others within social situations who find aspects of resilience and cooperation, offering helpful solutions and putting these into practice?</li> </ul>
Whole school: family day linked to the theme						
Year A Summer 2	<b>Title?</b>  <b>Positivity</b>	Mental health Healthy mind, healthy body. Understanding feelings. Goal setting and aspirations. Relaxation techniques.	Can they demonstrate a commitment to their own personal growth? (e.g. use growth mind-set language) <ul style="list-style-type: none"> <li>• Can they effectively identify and label a range of emotions?</li> <li>• Can they talk about how they and others show feelings?</li> <li>• Can they talk about their own and others' behaviour and consequences?</li> <li>• Can they talk about the impact that</li> </ul>	Can they recognise and celebrate their own strengths? <ul style="list-style-type: none"> <li>• Can they set simple but challenging goals?</li> <li>• Can they use vocabulary to describe good and not so good feelings?</li> <li>• Can they use simple strategies to manage feelings?</li> <li>• Can they discuss change and loss and the associated feelings? (e.g. moving home, losing toys, pets or friends)</li> <li>• Are they aware of rules for and ways of keeping physically and emotionally</li> </ul>	Are they aware of what positively and negatively affects their physical and their emotional health? (how they are feeling) <ul style="list-style-type: none"> <li>• Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement?</li> <li>• Can they set high aspirations and goals?</li> <li>• Can they deepen their understanding of good and not so good feelings using appropriate vocabulary?</li> </ul>	Are they aware of what positively and negatively affects their physical, mental and emotional health? (including the media) <ul style="list-style-type: none"> <li>• Can they recognise how images in the media do not always reflect reality and can affect how people feel about themselves?</li> <li>• Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement?</li> </ul>

			<p>external factors have on their emotions?</p> <ul style="list-style-type: none"> <li>• Are they able to negotiate and solve problems without aggression? (e.g. talk to an adult, finding a compromise)</li> </ul> <p>Show emotions in role play and through the use of puppets.</p>	<p>safe? (including online safety)</p> <ul style="list-style-type: none"> <li>• Can they explain why teasing and bullying is wrong and how to get help?</li> <li>• Can they recognise when people are being unkind either to them or others, and know how to respond, who to tell, and what to say?</li> <li>• Can they explain the difference between secrets and surprises?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement?</li> <li>• Can they recognise when and how to ask for help?</li> <li>• Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, or that they believe to be wrong?</li> <li>• Are they aware of how their actions affect themselves and others?</li> <li>• Are they aware of the concept of 'keeping something confidential or secret', and do they know when it is appropriate to 'break a confidence' or 'share a secret'?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they set high aspirations and goals?</li> <li>• Can they deepen their understanding of good and not so good feelings by extending their vocabulary to explain both the range and intensity of their feelings to others?</li> <li>• Can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them?</li> <li>• Are they aware of the people who are responsible for helping them stay healthy and safe and ways that they can help these people?</li> <li>• Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong?</li> <li>• Can they use role play or other to demonstrate techniques they have learnt on how to deal with bullying?</li> </ul>
<p>Whole school activity: run mental health and wellbeing afternoon for parents, ran by the children, with different stall and activities.</p>						

<p>Year B Summer 2</p>	<p><b>Failing greats</b></p> <p><b>Dreams and aspirations</b></p> <p>JK Rowling(LKS2) Michael Jordan(LKS2) Colonel Sanders, founder of KFC(LKS2) Oprah Winfrey(UKS2) Stephen King(UKS2) Thomas Edison(UKS2) Katy Perry (KS1) Eddie Eagle(KS1) Dr Seus(REC) Walt Disney(REC)</p>	<ul style="list-style-type: none"> <li>• To understand how making mistakes, help your brain grow.</li> <li>• Understanding what makes a growth mind-set.</li> </ul> <p>Understanding how they can learn from failure. <ul style="list-style-type: none"> <li>• Understanding how people in society may of failed before succeeding.</li> <li>• Understanding mind-set is how you see the world</li> </ul> <p>They will learn that effort,hardwork,taking Risks, practice, perseverance, Determination, and grit all lead to success.</p> <p>Try a variety of challenges each week where they will fail and need to try and try again.</p> <p>Teach the growth mindset alongside this.</p> <p>Look at famous people that have had success and failure.</p> </p>	<ul style="list-style-type: none"> <li>• Taking risks and trying new things is part of learning and growing.</li> </ul> <p>Understanding how their efforts have contributed to achievements. <ul style="list-style-type: none"> <li>• Look at babies and how they learn to walk etc.</li> <li>• Why don't babies give up?</li> </ul> <p>Challenges to try: Tallest Lego tower in 1 minute. Balancing scales with water.</p> </p>	<ul style="list-style-type: none"> <li>• Taking risks and trying new things is part of learning and growing.</li> </ul> <p>Understanding that you are in charge of your mind and can help it grows by using it the right way. <ul style="list-style-type: none"> <li>• Understanding it's not how talented someone is ,it's how hard they have worked.</li> </ul> <p>Challenges to try Bridge with spaghetti that can hold a specified weight. Can they bulid a paper structure large enough to sit inside.</p> </p>	<ul style="list-style-type: none"> <li>• Taking risks and trying new things is part of learning and growing.</li> <li>• To understand how a growth and fixed mind-set will affect how their brain grows.</li> </ul> <p>To understand you may struggle, but it doesn't mean it can't be done.</p> <p>Children can try fitting an egg in a bottle without breaking it. Children can make a racing balloon powered car.</p>	<ul style="list-style-type: none"> <li>• Brain power can be developed</li> </ul> <p>Basic abilities can be developed through hard work, thinking of their own examples. Resilience is the result of continued effort, thinking of people who have worked hard failed and succeeded.</p> <ul style="list-style-type: none"> <li>• Challenges and failures are opportunities to strive and improve.</li> </ul> <p>Understanding that intelligence and talent are not fixed traits.</p> <p>RUBE Goldeberg video challenges, these involve using a variety of everyday objects ,to create a chain reaction to complete a simple task, like dropping a soap bar from the machine into someone's hand.</p> <p>These challenges, get them to predict how many failures and successes they may have with their machine and to just try and try again.</p> <p><a href="http://rubegoldberg.com">rubegoldberg.com</a>.</p>
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