
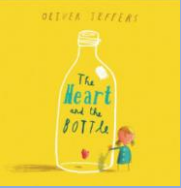


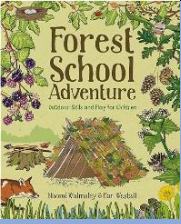


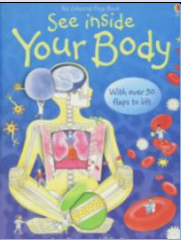
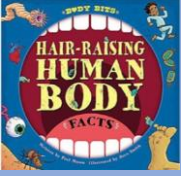

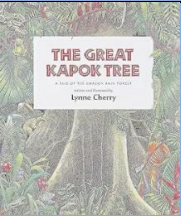




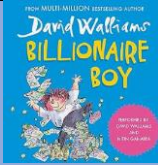




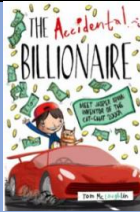





MTP Autumn 2024- 2025		Vocabulary	Text and resources	Objectives
KS1	Relationships Be Yourself Y1 What if we were all the same?	special qualities, kind , feelings, unique, happy, calm, content, change, care, trusted adults, polite, respect 		All children should be able to: <ul style="list-style-type: none"> • talk about the different teams they belong to; • describe how we can listen to others; • list some ways we can show kindness to others; • discuss examples of friendly joking, teasing and bullying behaviours; • identify helpful and not-so-helpful thoughts; • talk about different choices we can make within our team.
	Health and Wellbeing Think Positive Y1 Does everyone feel the same emotions?	Positive, happy, challenge, emotions, thoughts, choices, consequences, decisions, Persevere, resilience, achieve, mindset, thankful, mindful 		All children should be able to: <ul style="list-style-type: none"> • identify and discuss feelings and emotions, using simple terms. • describe things that make them feel happy and unhappy. • understand that they have a choice about how to react to things that happen. • talk about personal achievements and goals. • describe difficult feelings and what might cause these feelings. • discuss things for which they are thankful. • focus on an activity, remaining calm and still.
LKS2	Relationships Be Yourself Y3 Are all role models positive?	achievements, actions, advertisements, assertive, comfortable, confident, consequences, dares, effects, emotional, forceful, gloating, hide, impact, influence, manipulated, mind, mistake, positive, pressure, pride, pushy, resist, resolution, resolve, right, rude, scared, sorry, strategies, strengths, support 		All children should be able to: <ul style="list-style-type: none"> • list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow.



	A u t u m n 2	<p>Health and Wellbeing Think Positive Y3</p> <p>What colour is happiness?</p>	<p>anger, anxious, attitude, aware, brain, brave, breathing, challenge, changes, chemicals, consequences, control, curious, determination, different, distract, dopamine, effort, embarrassment, endorphins, exciting, experience, failure, flexible, grief, guilt, happiness, jealousy, joy, mental health, mindfulness, mistakes, oxytocin, peace, perseverance, practise, prepare, problem, relax, represent, sadness, serotonin, shame, strategies, strengths, success, techniques, uncomfortable, unpleasant, weaknesses, worry</p>		<p>All children should be able to:</p> <ul style="list-style-type: none"> • understand that it is important to look after our mental health. • recognise and describe a range of comfortable and uncomfortable emotions. • discuss changes people may experience in their lives and how they might make them feel. • talk about things that make them happy and help them to stay calm. • identify uncomfortable emotions and what can cause them. • discuss the characteristics of a good learner.
UKS2	A u t u m n 1	<p>Relationships Be Yourself Y5</p> <p>How can I make a difference?</p> 	<p>acceptance, alternatives, amends, anxious, apologise, bereavement, caring, celebrate, choices, communication, conflict, danger, dangerous, death, difficulties, express, face-to-face relationships, failure, feelings, generosity, grief, guilt, individual, individuality, intensity, kindness, loyalty, manage, negative, online friendships, options, peer approval, peer influence, peer pressure, perceived failure, problems, relationships, respect, setbacks, sharing, shy, trust, truthfulness, unhealthy, unhelpful thoughts, unique, uniqueness, wrong</p>		<p>All children should be able to:</p> <ul style="list-style-type: none"> • discuss scenarios where children are torn between 'fitting in' and being true to themselves; • explain how to communicate their feelings in different situations; • discuss different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends.
	A u t u m n 2	<p>Health and Wellbeing Think Positive Y5</p> <p>How do our actions affect others?</p>	<p>actions, affect, behaviour, blame, cognitive, comfortable, coping, difficulties, impact, independent, influence, learning, link, mindset, morals, opportunities, progress, pros and cons, reaction, responsible, strategy</p> 		<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about their thoughts, feelings and behaviours. • identify unhelpful and helpful thoughts. • suggest outcomes linked to certain thoughts, feelings and actions. • discuss ways in which positive thinking can be beneficial. • identify and discuss uncomfortable emotions. • identify common choices we have to make in life. • use basic mindfulness techniques, when guided. • describe what makes a good learner.






MTP Spring 2024- 2025	Engages with Debate	Vocabulary	Text and resources	Objectives
KS1	<p>S p r i n g 1</p> <p>Health and Wellbeing It's my body</p> <p>Is being strong the same as being healthy?</p>	<p>Consent, choice, exercise, permission, hygiene, risk, safe, unsafe, danger, comfortable, uncomfortable, trusted adult, rucs consequence</p> 		<p>All children should be able to:</p> <ul style="list-style-type: none"> • understand the importance of sleep, exercise and healthy eating. • discuss what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health.
	<p>S p r i n g 2</p> <p>Educator Solutions RSE – Y1</p> <p>How can we protect ourselves?</p>	<p>Feelings Happy Sad Angry Excited Disappointed Scared Embarrassed Tired Worried Surprised Confused Calm Irritated Relaxed Lonely Grumpy</p> <p>Penis, vulva communication, similarities differences problem help</p> 		<p>Children are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <p>Children can correctly name the main parts of the body, including external genitalia using scientific terms.</p> <p>Children understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation. Children can identify and respect the differences and similarities between people. Children understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</p> <p>Children can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p>
LKS2	<p>S p r i n g 1</p> <p>Forest Schools</p> <p>What is Forest School?</p>	<p>Self-esteem Child-centred Explore Confidence Resilience Collaboration Challenge Persistence Risk taking</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Promote their self-esteem • Activities encourage creativity • Improve confidence and risk-taking • Improve gross and fine motor skills • Enable a child-centred learning approach. • Develop an appreciation of nature and all living things. • Make independent choices. • Work as part of a team. • Inquisitively question the world around them. • Build their problem-solving skills. • Adopt a positive attitude to learning.






	<p>S p r i n g 2</p>	<p>Educator Solutions - RSE – Y 3</p> <p>Is blue for boys?</p>	<p>aspiration, compliment, self-esteem, vulva, hygiene, relationship, gender, stereotype, penis, testicles, vulva, vagina</p> 		<p>Children can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem. Children know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. Children can recognise a wide range of relationships, including the attributes of positive, healthy relationships. Children can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Children understand the right to protect their body from unwanted touch. Children can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p>
UKS2	<p>S p r i n g 1</p>	<p>Health and Wellbeing</p> <p>It's my body</p> <p>What keeps you healthy?</p>	<p>addictive, advertising, age restrictions, appearance, appropriate, autonomy, balanced lifestyle, beauty, boundaries, care, cleanliness, contact, control, damage, dangerous, dental, deprivation, effects, emotional, healthy eating, impact, influence, looks, media, meditation, mental, mindfulness, negative, nicotine, oral, perfect, physical, platform, positive, pressure, protect, respect, responsibility, rest, rights, self-confidence, stereotype, substances, sun exposure, support, tell, unwanted, vape pens, vapes, wellbeing</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.
	<p>S p r i n g 2</p>	<p>Forest Schools</p> <p>What is Forest School?</p>	<p>Self-esteem</p> <p>Child-centred</p> <p>Explore</p> <p>Confidence</p> <p>Resilience</p> <p>Collaboration</p> <p>Challenge</p> <p>Persistence</p> <p>Risk taking</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Promote their self-esteem • Activities encourage creativity • Improve confidence and risk-taking • Improve gross and fine motor skills • Enable a child-centred learning approach. • Develop an appreciation of nature and all living things. • Make independent choices. • Work as part of a team. • Inquisitively question the world around them. • Build their problem-solving skills. • Adopt a positive attitude to learning.

MTP Summer 2024-2025		Engages with Debate	Vocabulary	Text and resources	Objectives
KS1	Summer 1	Forest Schools What is Forest School?	Self-esteem Child-centred Explore Confidence Resilience Collaboration Challenge Persistence Risk taking	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Promote their self-esteem • Activities encourage creativity • Improve confidence and risk-taking • Improve gross and fine motor skills • Enable a child-centred learning approach. • Develop an appreciation of nature and all living things. • Make independent choices. • Work as part of a team. • Inquisitively question the world around them. • Build their problem-solving skills. • Adopt a positive attitude to learning.
	Summer 2	Living in the Wider World Money Matters PFA Enterprise Does money grow on trees?	Money, coins, banknotes, debit card, contactless payment, online payment, wages, salary, bank account, receipt, want, need 		<p>All children should be able to:</p> <ul style="list-style-type: none"> • discuss where money comes from; • talk about reasons people go to work; • discuss payment resources we can use to spend money; • consider why and how people might borrow money; • discuss the choices we have about how to spend our money; • explain ways we can keep track of what we spend.
LKS2	Summer 1	Health and Wellbeing It's my body How do you keep yourself safe?	addiction, alcohol, allergies, balanced, bedtime, caffeine, Childline, cigarettes, consent, consequence, contagious, decision, dietary, drugs, e-cigarettes, habit, harmful, health, heart rate, hormones, hydrated, hygiene, illegal, immunisation, independence, infection, legal, nicotine, prescription, relax, resilience, restricted, routine, sleep hygiene, tobacco, vaccinations, vaping, vitamins	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • understand the importance of sleep, exercise and healthy eating. • discuss what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health.



	<p>S u m m e r 2</p>	<p>Living in the Wider World - Money Matters – PFA Enterprise</p> <p>How would you spend a million?</p>	<p>advertisement, advertising, balance, benefits, borrow, budget, cash, change, consumer, credit, debit, debt, employment, environment, ethical, financial gain, gambling, gift, impact, influence, interest, loan, owe, payment, priority, profit, repay, repayments, savings, spending, tax, unmanageable</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • discuss where money comes from; • talk about reasons people go to work; • discuss payment resources we can use to spend money; • consider why and how people might borrow money; • discuss the choices we have about how to spend our money; • explain ways we can keep track of what we spend.
	<p>S u m m e r 1</p>	<p>Educator Solutions - RSE –Y5</p> <p>What is a healthy relationship?</p>	<p>puberty, penis, erection, wet dream, gender, sex, intersex, transgender, gay, lesbian, personal information, online,</p> 		<p>Children can anticipate how their emotions may change as they approach and move through puberty. Children can anticipate how their body may change as they approach and move through puberty. Children can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. Children know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying. Children have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission. Children have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen</p>
UKS2	<p>S u m m e r 2</p>	<p>Living in the Wider World - Money Matters – PFA Enterprise</p> <p>Would you rather work your dream job for free or work the worst job and be bad a lot?</p>	<p>advertise, amount, availability, bankrupt, bankruptcy, charity, consequences, cost, council tax, critical consumer, ethical spending, fair trade, future, gain, gamble, income, income tax, inflation, investment, labour, lend, luxury, manufacturer, minimum wage, necessity, outgoings, payment, plastic pollution, prioritise, producer, retail, retailer, risk, scam, single-use, society, value</p> 		<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about what financial risk is. • discuss the ways advertisers try to influence consumers. • identify what it means to be a 'critical consumer'. • describe what 'value for money' means. • talk about what it means to budget. • discuss how money can affect people's emotions. • talk about ethical spending. • talk about what tax is.



MTP Autumn 2025- 2026		Engages with Debate	Vocabulary	Text and resources	Objectives
KS1	A u t u m n 1	Living in the Wider World Aiming High Are some jobs just for boys and some just for girls?	Aspire, achieve, ambitions, value, responsibilities strength, skill, stereotype, qualities, self-esteem, confidence, challenge, resilience, goal, qualification 		All children should be able to: <ul style="list-style-type: none"> • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.
	A u t u m n 2	Relations hips VIPs Who are your VIPs?	VIPs, special people, care, kind, help, trust, love, safe, similarities, differences, cooperate, friends 		All children should be able to: <ul style="list-style-type: none"> • explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others that they care.
LKS2	A u t u m n 1	Living in the Wider World - Aiming High What are you most proud of?	accomplish, action, attribute, background, behaviour, challenge, curriculum vitae/CV, determination, develop, effort, employer, equal, experience, fair, gender, growth mindset, information, learning, obstacles, opportunities, race, resilience, responsibilities, role, setbacks, stereotype, strive, target	 	All children should be able to... <ul style="list-style-type: none"> • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.

	A u t u m n 2	<p>Relation ships - VIPs Why do we make friends?</p>	<p>acquaintances, actions, alternatives, anonymous, antibullying, arguments, behaviour, bully, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs</p>		<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about ways we can show respect to our VIPs both online and offline; • talk about different ways to make new friends; • talk about ways we can tell whether a relationship is healthy or unhealthy; • describe positive resolutions we can use to solve a dispute in a friendship; • list different forms of bullying and suggest the effects of these; • identify people and organisations who can offer support if we or someone we know is being bullied.
UKS2	A u t u m n 1	<p>Living in the Wider World - Aiming High Where will you go, what will you do, how will you get them?</p>	<p>advertisement, apprenticeship, avoidance, barriers, behaviours, benefit, business, careers, collaborate, college, creativity, criteria, decisions, discrimination, employee, enterprise, failure, fear, feedback, focus, further education, helpful, ideas, individual, innovation, interests, law, listening, mistakes, panic, perseverance, prejudice, privilege, problem-solving, responsible, rights, selfworth, social class, stress, teamwork, unhelpful, university</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • discuss their personal achievements and skills; • discuss different learning styles; • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed.
	A u t u m n 2	<p>Relation ships - VIPs Do we always have to get on with our friends and agree with them?</p>	<p>advice, agree, anxious, blended families, commitment, committed, confidence, confidential, dangerous, family life, family structure, influence, living apart, living together, peer, polite, pressure, relationship, resist, resolution, risky, same-sex parents, secrets, security, self-love, single parents, stability, uncomfortable, wrong</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • share ideas for ways we can care for our VIPs; • identify some aspects of healthy and unhealthy relationships; • discuss a range of calming techniques with support; • discuss ways to handle a disagreement with support; • explain ways to resist pressure with support; • identify which secrets are OK to keep and which need to be shared with support; • list factors that might show a relationship is unhealthy.




MTP Spring 2025- 2026		Vocabulary	Text and resources	Objectives
KS1	S p r i n g 1 Forest Schools What are the benefits of Forest school?	Self-esteem Child-centred Explore Confidence Resilience Collaboration Challenge Persistence Risk taking	 	All children should be able to: <ul style="list-style-type: none"> • Promote their self-esteem • Activities encourage creativity • Improve confidence and risk-taking • Improve gross and fine motor skills • Enable a child-centred learning approach. • Develop an appreciation of nature and all living things. • Make independent choices. • Work as part of a team. • Inquisitively question the world around them. • Build their problem-solving skills. • Adopt a positive attitude to learning.
	S p r i n g 2 Educator Solutions – RSE – Y 2 Can you invent the perfect friend?	Self-esteem, vagina, bullying unique personal space, privacy secret surprise 		Children can recognise and celebrate their strengths and achievements, and set simple but challenging goals. Children can recognise how they grow and will change as they become older. Children can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Children can identify the ways in which people and families are unique, understanding there has never been and will never be another them. Children can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond. Children know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

<p>LKS2</p>	<p>S p r i n g 1</p> <p>Educator Solutions – RSE – Y4</p> <p>What do I do if I don't feel safe?</p>	<p>emotions, empathy, foetus, puberty, public, private, similar, different, identity, marriage, arranged marriage, forced marriage, peer pressure</p>	 	<p>Children can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <p>Children can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p> <p>Children are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p>Children recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.</p> <p>Children know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p> <p>Children can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>
	<p>S p r i n g 2</p> <p>Forest Schools</p> <p>What are the benefits of Forest school?</p>	<p>Self-esteem Child-centred Explore Confidence Resilience Collaboration Challenge Persistence Risk taking</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Promote their self-esteem • Activities encourage creativity • Improve confidence and risk-taking • Improve gross and fine motor skills • Enable a child-centred learning approach. • Develop an appreciation of nature and all living things. • Make independent choices. • Work as part of a team. • Inquisitively question the world around them. • Build their problem-solving skills. • Adopt a positive attitude to learning.
<p>UKS2</p>	<p>S p r i n g 1</p> <p>Living in the Wider World - One World</p> <p>How sustainable is our school?</p>	<p>appreciate, aware, biodiversity, citizenship, conserve, drought, encourage, energy, future, global citizen, global warming, human right, manifesto, persuade, pledge, prevent, renewable, responsible, responsibly, save, sustainability, sustainable, use, waste, water</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • explain what a global citizen is; • say what global warming is; • understand that human energy use can harm the environment; • understand the importance of not wasting water; • understand what biodiversity is; • understand that their choices can have far reaching consequences.

	<p>S p r i n g 2</p>	<p>Educator Solutions – RSE – Y6</p> <p>Why do people behave differently online?</p>	<p>sexual intercourse, conception, body image, homophobic, biphobic, transphobic, vulva, clitoris, circumcision, female genital mutilation, infection, sexually transmitted infection, condom, problems, support, help, trust</p>	 	<p>Children can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves. Children can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</p> <p>Children realise the nature and consequences of discrimination, including the use of prejudice based language.</p> <p>Children know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> <p>Children have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.</p> <p>Children develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p>
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MTP Summer 2025 - 2026	Engages with Debate	Vocabulary	Text and resources	Objectives	
KS1	<p>S u m m e r 1</p>	<p>Living in the Wider World One World</p> <p>Why is it a wonderful world?</p>	<p>trust: safe: family: similar: different, harm, danger, feelings. home: environment: natural resources: protect: choice: harm: respect: care, special people</p> 		<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared.

	S u m m e r 2	Relationships TEAM PFA Enterprise What teams are successful?	Attribute, successful, collaborate, contribute, respectful, hurtful, communication, compromise, sensitive, harassment, teasing, trolling, excluding, bullying:	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about the different teams they belong to; • describe how we can listen to others; • list some ways we can show kindness to others; • discuss examples of friendly joking, teasing and bullying behaviours; • identify helpful and not-so-helpful thoughts; • talk about different choices we can make within our team.
LKS2	S u m m e r 1	Living in the Wider World - One World How do we show respect?	actions, challenge, charity, citizen, climate change, communities, compassion, consequence, consider, decision, difference, dilemma, discuss, diverse, diversity, effects, empathy, fair, Fairtrade, farmer, gender, global, harmful, helpful, human right, impact, inequality, local, negative, opinion, organisation, positive, reason, reduce, respect, responsibility, rural, share, shared responsibility, stereotype, support, trade, unfair, urban	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • describe similarities and differences between people's lives. • identify opinions that are different from their own. • express their own opinions. • recognise that their actions impact on people in different countries. • know what climate change is. • know there are organisations working to help people in challenging situations in other communities.
	S u m m e r 2	Relationships TEAM PFA Enterprise What makes a good team?	achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise, conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, teammates, teamwork, transition, unhelpful	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about changes people may go through and what feelings or emotions these changes may bring; • list some helpful behaviours that support teamwork; • understand how different behaviours affect the whole team; • talk about different emotions our teammates may experience; • discuss ways we can resolve disputes within a team; • talk about how fulfilling our responsibilities benefits our team.

UKS2	S u m m e r 1	<p>Forest Schools</p> <p>What are the benefits of Forest school?</p>	<p>Self-esteem Child-centred Explore Confidence Resilience Collaboration Challenge Persistence Risk taking</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Promote their self-esteem • Activities encourage creativity • Improve confidence and risk-taking • Improve gross and fine motor skills • Enable a child-centred learning approach. • Develop an appreciation of nature and all living things. • Make independent choices. • Work as part of a team. • Inquisitively question the world around them. • Build their problem-solving skills. • Adopt a positive attitude to learning.
	S u m m e r 2	<p>Relationships</p> <p>TEAM</p> <p>PFA</p> <p>Enterprise</p> <p>Why should we compromise and collaborate?</p>	<p>admire, attributes, collaborate, collaboration, communicate, contribute, decisions, disagree, discrimination, effective, emotional, excluding, harassment, health, honesty, hurtful, kindness, opinion, outcome, patience, respectful, sensitive, skills, social media, success, successful, thoughts, trolling, uncomfortable, understanding, upsetting, valued</p>	 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about qualities and attributes of teams they identify as successful; • talk about the importance of respectful communication; • explain what it means to compromise and collaborate; • describe ways we can care for people in our team; • list examples of unkind behaviour and talk about what we can do to help; • talk about different responsibilities we have to help the team function well.