

### PSHE Intent

The scheme is linked to the knowledge and skills identified in the statutory Framework for the EYFS and the National Curriculum. The scheme of work is knowledge-based but we have placed skills at the heart of PSHE. The scheme is enhanced by community projects and links and by trips and visits. We have developed six clear strands: financial, health, character, relationships and personal education and citizenship.

We have built a scheme of work that is ambitious but give our children a world perspective, for example, by incorporating the role of citizens around the world in social change. The needs of our children mean that we have made reading, language and vocabulary development to be key features of PSHE. The scheme has been designed and planned to give children the knowledge and skills that they need for later life such as: questioning, problem solving, freethinking, resilience, confidence, debating and presenting skills. We have planned end points for pupils to attain by the end of the topic and year and these are written as knowledge and key skills. These skills have been carefully sequenced to enable our children to know more and remember more. There is a degree of repetition to help pupils to retain knowledge and skills.

The subject has been planned and to develop pupils' personal development such as their social skills, empathy, compassion, respect and British Values. The scheme of work embeds personal development expectations. Through PSHE, we develop pupils' spiritual, moral and cultural understanding.

Equality and diversity are important to us at St Margaret's. The curriculum has been designed to give pupils an understanding of different groups in modern society such as different genders including gender identity, disability, culture, faith, ethnicity, sexuality and different ages.

The scheme of work has been designed and planned to develop pupils' practical skills and provide learning experiences they would not normally be able to access.

We have a number of international new arrivals. These children will as much as possible, follow the same curriculum as others, however for the first few months transitioning into school their curriculum will be focused more heavily on reading, writing and language acquisition. The pupils who are disadvantaged and who have special needs and/or disabilities cover the same content as all pupils. Some pupils, who have specific needs or physical needs, these will be withdrawn occasionally from lessons for specific exercises or interventions. Where a pupil has severe needs, they will have a bespoke curriculum matched to their ECHP plan.



PSHE	Nursery	Reception	Year one	Year two	Year three	Year four	Year five	Year six
<b>Knowledge – by the end of the year pupils should know:</b>								
<b>Autumn One</b>	<p><b>HEALTH AND KEEPING SAFE</b></p> <p>1. LO: To begin to learn school routines and follow our school rules.</p> <p>2. LO: To know the importance of handwashing</p> <p>3. LO: To know the steps to wash hands properly</p> <p>4. LO: To know how to access the toilets</p> <p><b>MANAGING FEELINGS</b></p> <p>1. LO: To begin to recognise emotions and name which emotion they are feeling.</p>	<p><b>HEALTH AND KEEPING SAFE</b></p> <p>1. LO: To know how to look after property e.g., washing paint brushes, wiping dirty shoes, putting pen lids on</p> <p>2. LO: To know the school rules and routines</p> <p><b>MANAGING FEELINGS</b></p> <p>1. LO: To understand and recognise what the different feelings are</p> <p>2. LO: To know how to respond to our feelings</p> <p>3. LO: To know why it is important to be honest</p> <p>4. LO: To know the importance of being kind to each other</p> <p>5. LO: To know why it is important to be kind</p>	<p><b>HEALTH AND KEEPING SAFE</b></p> <p>1 LO: To understand that fruit vegetables help us to stay healthy</p> <p>2 LO: To know how to look after our teeth</p> <p>3 LO: To learn about the importance of washing us hands after using the toilet and before eating</p> <p>4 LO: To learn about rules for keeping safe in different situations and who keeps me safe in my community</p> <p>5 LO: To learn about how household products, including medicines, can be harmful and dangerous if not used correctly.</p> <p>6 End point: To create a poster demonstrating 'How to Look After Myself'</p>	<p><b>CITIZENSHIP</b></p> <p>1 LO: To learn about what groups and communities I belong to.</p> <p>2 LO: To learn about how to look after our environment</p> <p>3 LO: To know what councils and councillors do and the laws that they make</p> <p>4 LO: To know the laws of the road</p> <p>5 LO: To know how to cross the road safely.</p> <p>6 End point: To know and understand who is responsible for looking after the local community</p>	<p><b>MANAGING FEELINGS</b></p> <p>1. to know how I can manage my feelings</p> <p>2. LO: To know what I am good at and what my goals are</p> <p>3. LO: To know that we all make mistakes and that we can learn from our mistakes</p> <p>4. LO: To know about slavery and what slaves could and couldn't do</p> <p>5. LO: To know that breaking the law can lead to imprisonment</p> <p>6. LO To know about resilience for overcoming challenges and problems</p>	<p><b>HEALTH AND KEEPING SAFE</b></p> <p>1. LO: To understand what a good sleep routine is.</p> <p>2. LO: To understand that food provides energy for the body</p> <p>3. LO: To understand what good health means and knowing signs of physical illness</p> <p>4. LO: To understand what good health means and knowing signs of physical illness</p> <p>5. To understand about self-control</p> <p>6. To understand how self-control helps us to be more responsible for ourselves</p>	<p><b>BUILDING CHARACTER</b></p> <p>1 LO: To understand self-respect and what good self-respect is.</p> <p>2. LO: To understand how personal strengths and skills link to self-esteem</p> <p>3. LO: To understand that knowing our personal strengths and weaknesses helps us to set goals</p> <p>4. LO: To understand that a self-identity helps us to feel self-pride</p> <p>5. LO: To understand that self-identify leads to a sense of self-pride</p> <p>6. LO to understand about the risks around vaping (linked to Drug education)</p> <p>7. LO: To understand about the importance of self-reliance and independence</p>	<p><b>FINANCIAL EDUCATION</b></p> <p>1. LO: To understand how people budget</p> <p>2. LO: To understand the different types of accounts</p> <p>3. LO: To understand capitalism and the Great Depression</p> <p>4. LO: To understand communism and the Cold War</p> <p>5. LO: To understand the freedoms and restrictions of different types of government</p> <p>6. LO: To design a poster educating tourists entering a communist country</p>

Autumn Two	<p>1. BUILDING RELATIONSHIPS</p> <p>2. L.O: To build a special relationship with a friend.</p> <p>HEALTH &amp; KEEPING SAFE</p> <p>3. L.O: To know how to ask for help from a trusted adult.</p> <p>4. L.O: To become more confident in giving answers in front of a small group.</p> <p>5. L.O: To know to wash hands after being outside</p> <p>6. L.O: To know to wash hands before lunch</p>	<p>BUILDING RELATIONSHIPS</p> <p>1. L.O: To know that everyone is different but everyone is special</p> <p>2. L.O: To know that it is important to be kind to other people who are different from us</p> <p>3. L.O: To understand how important it is to take turns</p> <p>4. L.O: To understand why people might copy us and how it can mean that the person wants to be your friend or likes what you are doing</p> <p>5. L.O: To know it is important to be thank you e.g., when receiving gifts</p>	<p>MANAGING FEELINGS</p> <p>1. LO: to understand what makes me happy</p> <p>2. LO: To understand what makes me special and unique</p> <p>3. LO: To understand what good and bad secrets are</p> <p>4. LO: To understand how my behaviour affects others</p> <p>5. LO to understand what good and bad manners are</p> <p>6. LO to understand the importance of rules</p>	<p>HEALTH &amp; KEEPING SAFE</p> <p>1. LO: To understand how to keep myself healthy</p> <p>2. LO: To understand why it is important to stay active</p> <p>3. LO: To understand how I can prevent diseases spreading</p> <p>4. LO: To understand how medicines help us when we are feeling unwell</p> <p>5. to understand how we keep safe at home</p> <p>6. to understand my responsibility for keeping myself and others safe</p>	<p>BUILDING CHARACTER</p> <p>1. LO: To understand what bravery is</p> <p>2. LO: To understand situations that make me feel relaxed and nervous</p> <p>3. LO: To understand what courage is</p> <p>4. LO: To understand how to overcome negative emotions when finding solutions</p> <p>5. To understand how personal courageous challenges can be achieved successfully</p> <p>6. To understand how parents and carers successfully overcome personal courageous challenges.</p>	<p>CITIZENSHIP</p> <p>1. LO: To understand what Human Rights are</p> <p>2. LO: To understand what the rights of the child are</p> <p>3. LO: To understand about citizenship and ostracism in Ancient Greece meant</p> <p>4. To know what British democracy is</p> <p>5. To know how the Brexit referendum worked</p> <p>6. To know what sustainability is</p>	<p>FINANCIAL EDUCATION</p> <p>1. LO: To understand what a salary and income tax is</p> <p>2. LO: To understand about different careers (employed)</p> <p>3. LO: To understand about different careers (self-employment)</p> <p>4. LO: To understand Fair Trade</p> <p>5 To develop enterprise skills</p> <p>6. To understand about state benefits</p>	<p>HEALTH AND KEEPING SAFE</p> <p>1. LO: To understand about mental and physical wellbeing</p> <p>2. LO: To understand why it is important to stay physically active</p> <p>3. LO: To know how to plan and prepare a healthy meal</p> <p>4. to understand how different drugs affect our mind and body</p> <p>5. to understand peer pressure and how to be assertive</p> <p>6. LO to understand about the health risks with vaping</p> <p>7. to know the basic skills of first aid</p>
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Spring One	<p>MANAGING FEELINGS</p> <ol style="list-style-type: none"> <li>LO: To begin to recognise a wider range of emotions.</li> <li>LO: To begin to share toys with friends.</li> <li>LO: To know how to indicate that they would like a turn with a toy.</li> </ol>	<p>MANAGING FEELINGS</p> <ol style="list-style-type: none"> <li>LO: To recap understand and recognise what the different feelings are and how to self-regulate when we have these feelings</li> <li>LO: To begin to develop empathy for others and how our actions can affect them</li> <li>LO: To respond to different dilemmas empathising from others perspectives</li> </ol>	<p>CITIZENSHIP</p> <ul style="list-style-type: none"> <li>LO: To understand what an environment is</li> <li>LO: To understand what our class rules are</li> <li>LO: To understand what it means to be from Manchester, England and Britain</li> <li>LO: To understand the rule of law.</li> <li>LO: To understand about democracy</li> <li>LO: To promote British Values</li> </ul>	<p>BUILDING CHARACTER</p> <ol style="list-style-type: none"> <li>LO: To understand what special and unique means</li> <li>LO: To understand what a reward is</li> <li>LO: To know how to explore or discover purpose</li> <li>LO: To understand about determination</li> <li>LO: To understand about determination – experiment</li> <li>LO: To know my goals, how to reach them and the non-physical rewards of reaching them</li> </ol>	<p>HEALTH &amp; KEEPINGSAFE</p> <ol style="list-style-type: none"> <li>LO: To understand what a healthy diet is</li> <li>LO: To know how to keep safe in the sun</li> <li>LO: To understand the importance of personal hygiene</li> <li>LO: To know what happens when I breathe smoke in the air.</li> <li>LO: To know how to recognise risks in my life</li> <li>LO: To understand what to do in an emergency</li> </ol>	<p>MANAGING FEELINGS</p> <ol style="list-style-type: none"> <li>LO: To understand what resilience is</li> <li>LO: To understand about taking responsibility for your own choices and actions</li> <li>LO: To understand about discrimination</li> <li>LO: To know the stereotypes about physical disabilities and visible differences</li> <li>LO: To know the gender stereotypes that exist</li> <li>LO: To know how to challenge stereotypes</li> </ol>	<p>CITIZENSHIP</p> <ol style="list-style-type: none"> <li>LO: To understand how rules and laws are made</li> <li>LO: To understand about the UN Rights Respecting Charter</li> <li>LO: To know about racism</li> <li>LO: To know about old slavery</li> <li>LO: To understand about modern slavery</li> <li>LO: To understand the methods of Suffragist and Suffragette protest</li> </ol>	<p>CITIZENSHIP</p> <ul style="list-style-type: none"> <li>LO: To know what I aspire to be</li> <li>LO: To know how laws are changed</li> <li>LO: To understand the role of MP's and Local Councillors</li> <li>LO: To know what a peaceful protest is</li> <li>LO: To know about successful historically peaceful protests</li> <li>LO: To protest peacefully</li> </ul>
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<p>Spring Two</p>	<p><b>HEALTH &amp; KEEPINGSAFE</b>  1. L.O: To know what behaviour is safe and appropriate for school and to follow the school rules.  2. L.O: To independently use the toilet and know how to do this safely.</p>	<p><b>HEALTH &amp; KEEPINGSAFE</b>  1. L.O: To recap the school rules and routines  2. L.O: To understand how these routines keep us safe in school  3. L.O: To know how to respond to a fire alarm  4. L.O: To understand fire safety procedures  5. L.O: To understand what to do if you might get lost in public  6. L.O: To understand what 'Pantosaurus' is and how to respond if someone asks us to see in our 'pants'  7. L.O: To have an understanding of internet safety and what is safe practice when using a device that can go online</p>	<p><b>BUILDING CHARACTER</b>  1. LO: to know what goals and ambitions are  2. LO: to know what dreams are  3. LO: to plan a team challenge  4. LO: to complete a team challenge  5. LO: to know what an action plan is  6. LO: to create a personal action plan with an end goal</p>	<p><b>MANAGING FEELINGS</b>  1. LO: to know the difference between small feelings and big feelings  2. LO: to know how to keep safe online  3. LO: to know the difference between joking, bullying and teasing  4. LO: to know about generalisations  5. LO: to know about boy and girl stereotypes  5. LO: to freeze frame stereotypes scenes</p>	<p><b>CITIZENSHIP</b>  1. LO: to know how rules and laws protect  2. LO: to know the difference between my local British communities and global communities  3. LO: to know what an MP's role is including flood defences  4. LO: to know about flood effects and flood defences  5. LO: to know the democratic process to vote-in MPs  6. LO: to know about the work that MPs do in Parliament</p>	<p><b>FINANCIAL EDUCATION</b>  1 LO: to know how to look after our money  LO: to know about making spending choices  LO: to know what tax and VAT is  4. LO: to know what banks do  5. LO: interview with a local bank personnel  6. LO: to know about the cost of living abroad and how this informs holiday choices</p>	<p><b>MANAGING FEELINGS</b>  1. LO: to know what mental health is  2. LO: to know how to negotiate and compromise  3. LO: to know how to stay safe on a mobile or a tablet  4. LO: to know how to be happy being me  5. LO: to recognise stereotypes about how people look and know how to react appropriately  6. LO: to know about cultural conflict can be resolved</p>	<p><b>MANAGING FEELINGS</b>  LO: to know how to challenge negative thoughts and feelings  LO: to know what stereotyping is  LO: to know how the internet positively and negatively affects our health  LO: to challenge the concepts of being 'normal'  LO: know how to behave around people with disabilities  LO: to know about the challenges that disabled children face</p>
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<p>Summer One</p>	<p>BUILDING CHARACTER</p> <ol style="list-style-type: none"> <li>1. L.O: To know how to independently put on a coat.</li> <li>2. L.O: To have increasing independence when changing clothes.</li> <li>3. L.O: To know how to brush teeth and how often to do so.</li> </ol>	<p>HEALTH &amp; KEEPINGSAFE</p> <ol style="list-style-type: none"> <li>1. To know and understand the importance of healthy teeth</li> <li>2. To understand what tooth decay is</li> <li>3. To know when we should brush our teeth</li> <li>4. To know to know what healthy choices are and look like around food</li> <li>5. To know there are no 'bad' foods but the importance of eating in moderation</li> </ol>	<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <ol style="list-style-type: none"> <li>1) Who are the people in my life who love and care for me?</li> </ol> <p>What are the differences and similarities between people</p> <ol style="list-style-type: none"> <li>3) to know the similarities between girls and boys</li> </ol> <p><b>ONLINE SAFETY</b></p> <ol style="list-style-type: none"> <li>4) to know that there may be people online who could make me feel sad, embarrassed or upset and how to speak to an adult for help</li> <li>5) to know that some people might find things funny or sad online and others don't</li> <li>6. to understand that information posted online can be accessed by others</li> </ol>	<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <ol style="list-style-type: none"> <li>1) What is private? (body parts)</li> <li>2) What happens when the body grows young to old?</li> </ol> <p>What is fair, unfair, kind and unkind? (friendship)</p> <p><b>ONLINE SAFETY</b></p> <ol style="list-style-type: none"> <li>4) to know how other people may look and act differently online and offline</li> <li>5) to understand about my online safety rights</li> <li>6. to know who to talk to if something has been put online without consent or if it is incorrect</li> </ol>	<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <ol style="list-style-type: none"> <li>1. What is personal space?</li> <li>2. What does a healthy relationship look like?</li> <li>3. Why is being equal important in relationships?</li> </ol> <p><b>ONLINE SAFETY</b></p> <ol style="list-style-type: none"> <li>4) to know that people can have different identities online depending on what they are doing</li> <li>5) to understand that knowing, liking and trusting someone online can be different to knowing someone offline.</li> <li>6. to know what online bullying looks like</li> </ol>	<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <ol style="list-style-type: none"> <li>1. What is diversity?</li> <li>2. Do boys and girls have different roles?</li> <li>3. What changes happen to my body?</li> </ol> <p><b>ONLINE SAFETY</b></p> <ol style="list-style-type: none"> <li>4) to know that people can pretend to be someone else online to build a relationship</li> <li>5) to understand that shared content online will affect people in different ways</li> <li>6) to know that online information can be created, copied or shared by others</li> </ol> <p><b>Child-on-child abuse (online bullying)</b></p>	<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <ol style="list-style-type: none"> <li>1. to know what puberty is</li> <li>2. to know about the different relationships in my life</li> <li>3. to know what unwanted touch is</li> </ol> <p><b>ONLINE SAFETY</b></p> <ol style="list-style-type: none"> <li>4) to understand how to have an appropriate online identity depending on context</li> <li>5) to know about the positives and possible risks of being online</li> <li>6) to know that information can be represented in different ways about a person online</li> </ol> <p><b>7) Child-on-child abuse (online bullying)</b></p>	<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <ol style="list-style-type: none"> <li>1) to know what changes happen in my life</li> <li>2. to know what happens in a loving relationship and what forced marriage is</li> <li>3. to know what FGM is</li> </ol> <p><b>ONLINE SAFETY</b></p> <ol style="list-style-type: none"> <li>3) to identify and evaluate content and know the importance of challenging and rejecting inappropriate representations</li> <li>4) to understand the impact of sharing content online with or without permission</li> <li>5) to know to protect my digital personality and online reputation</li> </ol> <p><b>6. Child-on-child abuse (online bullying)</b></p>
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<p>Summer Two</p>	<p><b>MANAGING FEELINGS</b> 1. L.O: To be able to express likes and dislikes.</p> <p><b>HEALTH AND KEEPING SAFE</b> 1. L.O: To know how to keep themselves safe when playing in the sun.</p> <p>Careers Development</p>	<p><b>BUILDING CHARACTER</b> 1. L.O: To begin to understand and think about the concepts: Confidence, Independence, Resilience, Perseverance 2. L.O: To work in a team to build resilience and know how to problem solve in team building 3. L.O: To know what a goal is and how to set one- to demonstrate perseverance in working towards the goal 4. L.O: To have the confidence to set a goal that they want to achieve 5. L.O: To develop independence in completing a goal</p> <p>Careers Development</p>	<p><b>FINANCIAL EDUCATION</b> 1. L.O: to identify how people can look differently from one another (building character body image) 2. L.O: to know where our money comes from 3. L.O: To know that people earn money 4. L.O: To know that we earn money by working or selling something. 5. L.O: To understand that we buy things from money 6. L.O: To understand what is cheap or expensive 7. L.O: To know we might have to wait for things we want to buy</p> <p>8. Careers Development LO: To know what a vet does</p>	<p><b>FINANCIAL EDUCATION</b> 1. L.O: to recognise the range of qualities that makes you 'you' (building character body image) 2. L.O: To know how we make choices about spending and saving money 3. L.O: To know how people are paid for work 4. L.O: To know how much things cost in a garden centre 5. L.O: To know different jobs are linked to the garden centre 6. L.O: To know about the interview process for different jobs at the garden centre 7. L.O: To role play a garden centre scene</p> <p>8. Careers Development LO to know what a doctor does</p>	<p><b>FINANCIAL EDUCATION</b> 1. L.O: to recognise the importance of looking after (building character body image) 2. L.O: To know the links between jobs and wages 3. L.O: To know that in different countries there are different jobs 4. L.O: To know the different jobs in China 5. L.O: To know about imports and exports 6. L.O: To know how Fairtrade bananas help farmers in poorer countries. 7. L.O: To present information about Fairtrade farmers</p> <p>8. Careers Development LO to know what an animator does</p>	<p><b>BUILDING CHARACTER</b> 1. L.O: to recognise that we have individual differences and we are all equal (building character body image) 2. L.O: To know the difference between aims, targets and ambitions 3. L.O: To know that career ambitions can change throughout primary school 4. L.O: To know that we review and amend our targets 5. L.O: To know about perseverance despite difficulties 6. L.O: To know how to deal with disappointments 7. L.O: To create a poster giving advice for disappointment</p> <p>8. Careers Development LO to know what a camera operative does</p>	<p><b>HEALTH AND KEEPING SAFE</b> 1. L.O: To understand that everybody is unique and that our thoughts, feelings and actions can affect body image and self-esteem (building character body image) 2. L.O: To know how to stop the spread of infections 3. L.O: To know the nutritional benefits of food 4. L.O: To plan a nutritious meal and know the nutritional benefits 5. L.O: To know how to respond to dares 6. L.O: To know what habits are 7. L.O: To know who or what influences me</p> <p>8. Careers Development LO to know what a vibrations engineer does</p>	<p><b>BUILDING CHARACTER</b> 1. L.O To understand about digital editing for advertisements and challenge media images and messages about 'ideal' appearance. (building character body image) 2. L.O: To know how to cope with loss 3. L.O: To know how to have a positive mindset 4. L.O: To know how to deal with change 5. L.O: To know how to be resilient 6. L.O: To identify the skills of resilience required to meet a set target. 7. L.O: To consider upcoming changes and applying resilience strategies</p> <p>8. Careers Development LO to know what a Formula 1 Race Strategist does</p>
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## Skills – by the end of the year pupils should be able to:

Autumn One	<p><b>HEALTH AND KEEPING SAFE</b> To know school routines and follow our school rules. To wash hands regularly Access the toilets independently</p> <p><b>MANAGING FEELINGS</b> Recognise emotions in themselves and name which emotion they are feeling.</p>	<p><b>HEALTH AND KEEPING SAFE</b> To know school routines and follow our school rules. To show they can look after their own things and those school provide</p> <p><b>MANAGING FEELINGS</b> Recognise emotions in themselves and others To show kindness towards others</p>	<p><b>HEALTH AND KEEPING SAFE</b> recognise healthy, fresh foods know how to brush teeth know safe and unsafe situations and household products at home and around school</p>	<p><b>CITIZENSHIP</b> recognise what it feels like to be part of a group or community identify how Manchester is a large city so needs 3 councillors per ward to enable fair representation, recognise various road users and how each user has a responsibility or keeping safe recognise how to use the Green Cross Code themselves and for keeping others safe too.</p>	<p><b>MANAGING FEELINGS</b> recognise our fears and how we overcome challenges identify the mistakes we have made and how we learnt from them identify what mistakes lead to imprisonment e.g. dangerous driving decide on the degree of a series of challenges</p>	<p><b>HEALTH AND KEEPING SAFE</b> recognise good sleep routines identify which groups of people need more kjs and why they might need more. recognise signs of illness/sickness and steps to self-care to know the names of legal and illegal drugs and the side effects of tobacco identify how we can use self-control to either not have something for later, or the help us to deal with risks and dangers.</p>	<p><b>BUILDING CHARACTER</b> plot out personal skills plot out refined goals to improve them over the year plot out ways to become more confident in subjects plot out how to lead groups consider Kagan style leadership group know we have physical differences that we need to respect, know how to foster positive self-esteem, know how images are edited for social media and media,</p>	<p><b>FINANCIAL EDUCATION</b> understand how capitalism works so only a few people hold vast majority of wealth understand how communist countries work know the wars between capitalism and communist countries understand about wage differences</p>
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<p>Autumn Two</p>	<p><b>BUILDING RELATIONSHIPS</b> To have a group of identifiable friend(s)</p> <p><b>HEALTH &amp; KEEPING SAFE</b> To ask for help when needed To keep clean</p>	<p><b>BUILDING RELATIONSHIPS</b> To recognise and celebrate difference To be gracious</p>	<p><b>MANAGING FEELINGS</b> recognise good and bad manners know what makes us special identify important rules for class have an agreed system for following class rules know the consequent feelings associated with others who don't follow the rules</p>	<p><b>HEALTH AND KEEPING SAFE</b> to identify foods for a healthy diet to recognise cheese and milk are good for bones to recognise apples are good for heart to recognise that food gives us energy recognise safety rules for walking to school, crossing the road and carparks</p>	<p><b>BUILDING CHARACTER</b> be courageous in a scary situation learn how you can learn from mistakes learn from mistakes activities that build resilience and require self-patience</p>	<p><b>CITIZENSHIP</b> apply knowledge of rights to various scenarios and consider what this means identify how human rights apply to different situations / scenarios apply how Charter of HR helps protect people</p>	<p><b>FINANCIAL EDUCATION</b> recognise what degree would children would like to have consider what income/salary they would like and be willing to work for use a HMRC calculator to work out tax know how taxes are used in Manchester know how the disadvantaged are supported through benefits</p>	<p><b>HEALTH AND KEEPING SAFE</b> understand the skills of relationships understand the benefits of yoga on mental health and physical health know limits of alcohol to the body know what it does to the body when misused - link to liver &amp; pancreas</p>
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Spring One	<p>MANAGING FEELINGS To start to share To start to turn take</p>	<p>MANAGING FEELINGS To begin to demonstrate empathy To comfort others</p>	<p>CITIZENSHIP recognise how people are similar and different recognise the consequences if you break the law understand what freedom means: that people are free learn how to respect other people if they look different people can vote for councillors under a democracy</p>	<p>BUILDING CHARACTER understand determination and bravery to do new things understand ways of finding solutions to overcoming difficulties and challenges recognise some rewards are intrinsic and some are extrinsic e.g. getting there / achievement or reaching a goal as oppose to actually getting an award</p>	<p>HEALTH AND KEEPING SAFE recognise practical ways to get to safety learn how to ask for help from the police or at a shop understand how running, walking &amp; climbing affects muscles and mental health understand some drugs are good and some are bad recognise that too much of any drug is dangerous know how smoking affects the body know how drinking affects the body</p>	<p>MANAGING FEELINGS understand how working to team strengths are important but having a go something that isn't your strength enables you to see your potential knowing that empathy is important for teamwork identifying what is physically abled and disabled identifying the inaccurate stereotypes that exist around age, dress and appearance</p>	<p>CITIZENSHIP apply knowledge to skills e.g. abolition of slavery banning skill of identifying racism as against the law of capital punishment overthrowing of apartheid discuss fall of the Berlin wall discuss the law was abolished so LGBT 1967</p>	<p>CITIZENSHIP campaign to make things better e.g. climate change research a famous person in children's life who has made social change</p>
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<p>Spring Two</p>	<p>HEALTH &amp; KEEPINGSAFE To show an awareness of how to keep themselves safe To respond appropriately to potential minor hazards</p>	<p>HEALTH &amp; KEEPINGSAFE To respond quickly and appropriately to a fire alarm To show an understanding what to do if you might get lost in public To show an understanding 'Pantosaurus' is and how to respond if someone asks us to see in our 'pants' To show an understanding of internet safety and what is safe practice when using a device that can go online</p>	<p>BUILDING CHARACTER identify what were good and less good at identify targets and goals for the near future and longer term future identify some of steps to reach goals identify the route to going a job – for example, steps to become a doctor how to overcome diffs or obstacle</p>	<p>MANAGING FEELINGS Understand how team work works for the good of all ID the difficulties of teamwork for example, being brave, having a go look at a stereotype for boys and girls and seeing if they fall into those stereotypes or not</p>	<p>CITIZENSHIP know what councils decide on know what MPs decide on e.g. cycle lane - MP or local councillor? know how to vote or contact an MP</p>	<p>FINANCIAL EDUCATION know that VAT is added on – recognise the amount we pay in tax look at some taxes put on different things from abroad know that wholesale price is different to what others pay know about savings &amp; bank account know banks lend money know banks work with currency know about actual spending power abroad</p>	<p>MANAGING FEELINGS identify set phrase for manners in various scenarios identify cultural conflict reasons like not wearing a hijab means you're not a Muslim woman or a day off for a religious festival. identify how empathy paves way for conflict resolution identify wars caused by sectarianist views</p>	<p>MANAGING FEELINGS consider what is considered normal or not normal recognise that without empathy bullying can occur know how to appropriately challenge someone behaving inappropriately about disability. know about laws made about homophobia and hate crime</p>
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<p>Summer One</p>			<p>Recognising similarities and differences in people          knowing about private body parts          Knowing that people can make us feel sad, embarrassed or upset online, know that people understand funny or unfunny differently, know that people can access their information online</p>	<p>know what is private on a body          know what fairness and unfairness is in friendship          know how people represent themselves differently online and understanding safety and consent rights online</p>	<p>know about personal space          know what equal relationships look like and          knowing people have various identities online          knowing the difference between knowing and trusting someone online          knowing about online</p>	<p>knowing about diverse families          knowing about what happens during puberty          questioning stereotypes          know about grooming online          know about how content can be shared by others          know about peer-on-peer</p>	<p>know what happens in puberty          know the relationships in my life          know about unwanted touch          know about online identities and misrepresentations online          know about peer-on-peer abuse</p>	<p>know about changes throughout life          know about FGM          know about loving relationships and forced marriage          knowing about taking care with own identity          online knowing risks of sharing content online          know about peer-on-peer</p>
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<p>Summer Two</p>	<p>MANAGING FEELINGS To confidently express likes and dislikes in new situations.</p> <p>HEALTH AND KEEPING SAFE To put on own hat when playing in the sun.</p>	<p>BUILDING CHARACTER To talk about goals they might want to set and achieve before Y1/in Y1</p>	<p>FINANCIAL EDUCATION understand people charge money for a service e.g. hotel / beach / putting &amp; bowling recognise when something is expensive e.g. a bucket &amp; spade they decide what is expensive and- how do they know</p>	<p>FINANCIAL EDUCATION understand some people get paid annually, monthly, hourly salaries for different jobs understand some are paid more than others interview someone about their work with plants things cost more than the cost to make know about profits learn you can save money over time to buy something</p>	<p>FINANCIAL EDUCATION compare how we live and how people live in China know where products come from know the idea of trade recognise how people in different jobs make a profit e.g. how miners in China mine</p>	<p>BUILDING CHARACTER know difference scenarios where dreams went wrong e.g. Einstein, Michael Jordan, David Beckham know how it might feel but what people might do know how to persevere and find solutions know how to deal with disappointment positively have a goal to reach by the end of the year and plot some milestones to help e.g. learn a new language</p>	<p>HEALTH AND KEEPING SAFE understand not to make appearance judgements recognise that on social media there will be challenging images - in glossy mag snapchat Instagram Facebook understand how to create a balanced meal understand the harm that body-shaming does to mental health choose a balanced diet - Eatwell Plate</p>	<p>BUILDING CHARACTER to know the stages of grief, understand that some mistakes you learn from and don't do again and some help you to learn to improve at that activity understanding the harm of dwelling on negatives to our physical and mental state understand that change is inevitable and recognise the skills required to manage change</p>
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**General skills including questioning, problem solving, presenting and curiosity**

<p><b>FINANCIAL EDUCATION EYFS</b> N/A <b>Yr 1</b> idea of value concept of earnings - jobs pay more or less sorting grouping ordering least expensive / most expensive <b>Yr 2</b> ordering least to most expensive somethings are per pot or per tray so divide to find out cost for 1 <b>Yr 3</b> know that people trade with each other know what an economy is <b>Yr 4</b> saving money depositing money security with online banking <b>Yr 5</b> set up a community in class – each has a salary/role, calculate total taxes and decide on how to spend taxes <b>Yr 6</b> consider stocks and shares over time with well-known companies</p>	<p><b>CITIZENSHIP EYFS</b> N/A <b>Yr 1</b> consider how people look similar in Manchester or look diff in different communities in Manchester, England and Britain <b>Yr 2</b> recognise groups and communities know how look after the environment, recognise councils and councillors make laws like road laws. <b>Yr 3</b> write a letter to MP know how to be safe near rivers know how to protect your house from flooding <b>Yr 4</b> know people's right to vote weigh evidence for or against an argument e.g. independence <b>Yr 5</b> Listen to someone else's views respectfully and respond respectfully, observing racism laws, understand that people have different viewpoints and change over time with growth and change <b>Yr 6</b> change laws lawfully protests history of protest marches protesting against unjust laws</p>	<p><b>HEALTH AND KEEPING SAFE EYFS</b> <b>Yr 1</b> Understanding of the routines at school and how we need to follow them to keep safe <b>Yr 1</b> understanding hygiene understanding risks of products at home and at school <b>Yr 2</b> people who help us doctors nurses vets lollipop person understand balanced diet what balanced diet means Understand how to treat food how to use a knife &amp; fork or spoon <b>Yr 3</b> learning to say no peer pressure being unique not following your own mind strength to be own person and not follow skills of knowing how to get help - know of organisations to get help <b>Yr 4</b> know how to look after yourself know adult teeth don't grow back know you can change your diet know the effects of tobacco <b>Yr 6</b> know basic first aid know health agencies and know how to contact them</p>	<p><b>RELATIONSHIPS EDUCATION</b> <b>Yr 1</b> show the similarities and differences in people, know private parts and how to say 'no' to someone who wants to see or touch them, know how to tell an adult <b>Yr 2</b> learning the PANTS rule and it's importance, know who to tell if someone breaks the PANTS rule, learning the key stages in the human life-cycle, learning what fairness or unfairness in friendship <b>Yr 3</b> learning what acceptable or unacceptable verbal or physical actions are, know who can enter their close or far proximity, knowing what healthy and unhealthy relationships are <b>Yr 4</b> naming different types of families and gender / sexual orientations, learning that gender roles are unhelpful, knowing the changes that happen in puberty <b>Yr 5</b> label main body parts, recognize physical and emotional changes in</p>	<p><b>BUILDING CHARACTER EYFS</b> The resilience and confidence to try new things as there are going to be lots of things experienced for the first time <b>Yr 1</b> know <b>Yr 1</b> understand team work working together to see what a person is good and proud of Identify difference <b>Yr 2</b> finding solutions to problems reacting to problems instead of having a sulk overcoming fears curiously understand personal great qualities <b>Yr 3</b> be courageous in a scary situation e.g. blind folded through wooded area fall back &amp; friend catches you learn how you can learn from mistakes learn from mistakes e.g. Jenga or a card tower activities that building resilience and require patience understand difference between looking after the mind and body <b>Yr 5</b></p>	<p><b>MANAGING FEELINGS EYFS</b> Recognizing our own emotions and how we regulate and manage these when we may feel sad or angry <b>Yr 1</b> make a class charter order class rules from most to least important <b>Year 2</b> list all stereotypes that they have debunked <b>Yr 3</b> present best ways to overcome challenges <b>Yr 4</b> recognise your own weakness in a team sport and aim to challenge yourself <b>Yr 5</b> present ways of conflict resolution in friendships and family relationships <b>Yr 6</b> map out the disabilities and challenges Tom Daley faced know how he overcame them focusing on reliance, determination, overcoming fears</p>	<p><b>ONLINE SAFETY</b> <b>Yr 1</b> give advice to friends who are feeling negatively about online activities, making a class pictogram to show the most popular activities in class, decide if information is OK to share or not to share <b>Yr 2</b> decide what makes them feel negatively online, knowing when to give permission, not give permission and when to ask for advice about giving permission online when, knowing who to seek support for information shared without giving permission / is incorrect <b>Yr 3</b> learning that people have different profiles depending on the platform, knowing that online and offline relationships differ, learning netiquette <b>Yr 4</b> learning how people online</p>	<p><b>BUILDING RELATIONSHIPS EYFS</b> How to be kind friend toothers  Careers Development  EYFS identify how a dentist helps up  Reception – identify the fun involved in making lego games  Years 1 – 6 recognise what different careers involve</p>
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				<p>puberty, know who cares for us, learn what healthy relationships look like, know where to get support Yr 6</p> <p>learn about types of FGM, learn about loving relationships and the importance of consent in marriage, name main body parts and the physical and emotional changes during puberty</p>	<p>group work team work taking on responsibilities in a group working on small steps working towards a goal</p> <p><b>Year 6</b></p> <p>Problem solve how to foster a positive body image mindset</p>		<p>adopt different personas and why, learning how online content affects us and how online information is created, copied and shared</p> <p>Yr 5 learning what an appropriate online identify is, know the</p>	
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## Skills – by the end of the year pupils should be able to:

<p><b>FINANCIAL EDUCATION</b></p> <p>Yr 1 visit to a bank / call in banker</p> <p>Yr 2 Hulme Garden Centre</p> <p>Yr 3 OXFAM teaching materials under Millennium</p> <p>Yr 4 trip to Costco with VAT and total cost</p> <p>Yr 5 trip to Asda to see Fairtrade products on the shelf</p> <p>Yr 6 trip from a school community member from a communist country sharing their experiences, talk about challenges, differences and difficulties</p>	<p><b>CITIZENSHIP</b></p> <p>Yr 1 SUM 1 local councillor to visit or visit town hall Mayor visit</p> <p>Yr 2 Citizenship Lollipop person teaches children to cross the road safety and highlights dangers on the road</p> <p>virtual 360 tour of atown hall</p> <p>Yr 3 walk along a canal or river highlights dangers on the road</p> <p>virtual 360 tour of atown hall</p> <p>Yr 4 world perspective - some countries very different rules china and Russia North Korea</p> <p>Yr 5 putting point of view based on evidence and listening to others' points of view use debating skills</p> <p>Yr 6 from view of</p>	<p><b>HEALTH AND KEEPING SAFE</b></p> <p>Yr 1 AUT 1 brush teeth practice making an emergency call</p> <p>Yr 2 chef canteen and kitchen staff</p> <p>Yr 3 watch a video about what goes on around the world - how different cultures treat smoking and drinking</p> <p>visit from smoking / drugs</p> <p>Yr 4 experiment about tobacco effects sports coach</p> <p>Yr 6 staff / specialist to teach mindfulness and yoga</p>	<p><b>RELATIONSHIPS EDUCATION</b></p> <p>Yr 1 rehearsing saying 'no' to someone who wants to break the underwear rule. practice saying who your trusted adults are</p> <p>Yr 2 rehearsing saying 'no' to someone who wants to break the underwear rule. saying who your trusted adults are</p> <p>know stages of human life cycle, decide on what is unkind or kind behavior</p> <p>Yr 3 deciding on acceptable and unacceptable forms of behaviour, decide who can come close to you or not regarding personal space knowing healthy and unhealthy behaviour in relationships,</p> <p>Yr 4 knowing about foster, adoptive, single parent families, with LGT parents in wider society questioning boy and girl stereotypes, identifying signs of puberty</p> <p>Yr 5 identifying benefits of relationships and considering isolation identifying signs of puberty discussing forms of unwanted touch</p> <p>Yr 6 discussion of changes being a normal part of human experience, discussion forced marriage as a form of unacceptable and unlawful marriage, consideration of consent</p>	<p><b>BUILDING CHARACTER EDUCATION</b></p> <p>Yr 1 SPR 2 visit from a person in a job to talk about the job – for example, a teacher, volunteer or lunch time organiser</p> <p>Yr 2 Year 2 teachers make a short video for a partner Yr2 class about how they set and met a goal</p> <p>Yr 3 South American culture - climb trees at night to tree houses</p> <p>tales of strengths from around the world</p> <p>Yr 4 Stephen Hawking</p> <p>Yr 5 task where everything falls down</p> <p>Motivational speaker and set challenges</p> <p>Yr 6 Japanese camps and its effects letters by people imprisoned in war Anne Frank</p>	<p><b>Managing Feelings</b></p> <p>Yr 1 share what makes me unique with other</p> <p>year 1 classes</p> <p>Yr 2 Camfed (Education) African charity educating girls to make them into future leaders</p> <p>Yr 3 Cat Sparks Courage – Fred the cat worked to detect a fake vet (National Geographic)</p> <p>Yr 4 Sara Hossain – Bengali Barrister working to protect civil &amp; political rights in Bangladesh</p> <p>Yr 5 Learn about Michael McCann's (14) experiences of the 1969 Belfast sectarian riots</p> <p>Yr 6 Formation of the Paralympic Games</p>	<p><b>ONLINE SAFETY</b></p> <p>Yr 1 see report on how information online is shared <a href="https://www.bbc.co.uk/cbbc/find-out-more/help-me-out-your-digital-rights">https://www.bbc.co.uk/cbbc/find-out-more/help-me-out-your-digital-rights</a></p> <p>Yr 2 earn who to go to for support if information is shared without consent</p> <p>Yr 3 Mr Goulden to teach about online bullying</p> <p>Yr 4 Hate Crime GMP visit includes online</p> <p>Yr 5 Cyber Crime Unit visit</p> <p>Yr 6 Cyber Crime Unit visit</p>	<p><b>Reception – Year 6</b></p> <p>Discuss what is liked/disliked about a career</p>
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		<p>south African apartheid east/ West Germany in the war New Zealand - first women's vote Saudi Arabia - some citizens can't vote Korea – can only vote for one person</p>		<p>albeit with family involvement, discussion of FGM being an unlawful practice, consideration of consent albeit with family involvement</p>				
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## Vocabulary / Texts:

	<p><b>FINANCIAL EDUCATION</b> Yr 1 coins notes money cheap expensive cost price hire My money choices Clare Llewellyn Yr 2 salary wage cost price money notes coins cheap expensive Grandad Briny and the Seaweed Garden Centre Hilary Sharp Yr 3 Empathy sympathy import export cargo trade economy The World Came to My Place Today Jo Readman</p> <p>Yr 4 deposit saved euro dollar wholesale cost VAT The Story of Money Martin Jenkins Yr 5 salary wages income income tax, careers, professions, self- employed, benefits, housing benefit, income support, poor, benefits, Fairtrade Yr 6 money, virtual money, budgeting, communism, capitalism, rich, poor,</p>	<p><b>CITIZENSHIP</b> Yr 1 citizen Britain British England English Manchester Mancunian law respect freedom voting My brother is different Louise Garrod Yr 2 Town hall, councils, councillors, law, speeding, pedestrian, crossings, parking, rules, environment Mr Gumpy's Motor Car, John Burningham Yr 3 parliament MP local councillor voting laws elect elections government The Class Vote Deborah Chancellor Yr 4 citizenship Greek ostracism Athenian democracy modern British democracy UN Human Rights Citizens of the Yr 5 UN RR Charter old slavery Vikings modern slavery trafficking peaceful illegal protest protect militant</p>	<p><b>HEALTH &amp; KEEPING SAFE</b> Yr 1 Healthy, Unhealthy, Safe, Unsafe, Risk, Risky, Medicine, Crossing Patrol, Warnings, Rules, Emergency, Emergencyhelpline, Decay, Gums, Bones, Bacteria, Food groups, crops Healthy Teeth Do I have to go to the dentist? by Pat Thomas Yr 2 balance healthy unhealthyenergy diet bones heart lungs Eukee the Jumpy Jumpy Elephant Clifford L Corman Yr 3 muscle tobacco cigarettes cigarvaping name some alcohol safe and lost emergency call stuck on an app exactly pinpoint The Hundred- Mile An- Hour Dog Jeremy Strong Yr 4 Sleep, sleep routines, energy, kilojoules, consumption, heathy, illness, danger, risk, self- control, peer- pressure Julia Cook Peer Pressure Gauge Yr 5 body shaming stereotyping generalisation protein</p>	<p><b>RELATIONSHIPS EDUCATION</b> Yr 1 people, care, special, same, different main body parts, 'private' parts, unsafe, uncomfortable Yr 2 Pantosaur, private body parts, good touch, bad touch human life-cycle (baby, child, adult), changes fair and unfair, kind, unkind, right and wrong Yr 3 privacy and personal boundaries, appropriateness , respond safely, unwanted physical touch, positive healthy friendship, mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support, equal, unequal Yr 4 single parents, same- sex parents, step- parents, blended families, foster parents, lesbian, gay, transgender attitudes, stereotypes, discrimination, vulva, foot, vagina, shoulders, Knee, Stomach Hair, Bottom,</p>	<p><b>BUILDING CHARACTER</b> Yr 1 goal ambition dream challenge job / career target Who says women can't be Doctors Tanya Lee Stone Yr 2 goal target explore discover obstacle challenge overcome reward On a beam of light – A Story of Albert Einstein Jennifer Berne Yr 3 brave courageous strong resilient the extraordinary life of Alan Turing WW2 Michael Lee Richardson Yr 4 disappointment defeat Salt in His Shoes: Michael Jordan in Pursuit of his Dreams by Deloris Jordan and Roslyn Jordan Yr 5 self-confidence, self- belief, self-respect, empowerment A Biography of Elizabeth Garret Anderson. Yr 6 bereaved loss cope positive goals change Hidden Figures: The True Story of Four Black Women and the Space race by Margot Lee Shetterly</p>	<p><b>MANAGING FEELINGS</b> Yr 1 name-calling good name bad names special, unique, rules choices consequences Derek the Alien and the Raspberry Milkshake by Sarah Isaacs Yr 2 slavery challenges, mistakes, consequences Dulcie Dando Football Player by Debi Gliori</p> <p>Yr 3 slavery, slavery abolishment overcoming challenges bravery mistakes law- breaking consequences imprisonment The Dreamer Pam Munoz Yr 4 stereotypes generalisations young old fashion appearance goth brands The Boy in the Dress David Walliams Yr 5 racism, cultural conflict, conflict-resolution, empathy, sectarianism Now or Never, Bali Rai Yr 6 disabilities challenges overcoming difficulties self- reliance determination overcoming fears Donovan's Double Trouble by Monalisa Degross</p>	<p><b>ONLINE SAFETY</b> Yr 1 sad, upset, frustrated, embarrassed, online, offline, sharing information Yr 2 sad, frustrated, upset, embarrassed, online, offline, personal, private Yr 3 online, offline, online profile, like, trust, netiquette Yr 4 online, offline, identity, personas, respect, disrespect, identities created, copied and shared Yr 5 positive online identity, negative online identity, managing your online identity, responsible choices, online community Yr 6 target audience, advertisements, gender stereotyping, sharing online, oversharing online, anonymous, consequences, judgements, anonymous</p> <p>Nursery job, dentist, check- up, oral hygiene</p> <p>Reception lego, play, creative, job</p>
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	<p>Great Depression Communism for Kids</p>	<p>The Autobiography of Nelson Mandela – Long Walk to Freedom Yr 6 camp protest social change political change slavery Slave Girl Patricia C McKissack world right UN Convention for the Rights of the Child The Autobiography of Eleanor Roosevelt</p>	<p>calcium fats carbohydrates The Illustrated Mum by Jacqueline Wilson Yr 6 stress emotion mindfulness pressure emergency first aid procedure CPR cardiopulmonary resuscitation pancreas liver lung heart Think Good Feel Good by Paul Stellard</p>	<p>Hands, Nose, Penis, Eyes, Testicles Yr 5 Hair, Pubic hair, discharge, ovaries, eggs, periods/menstruation, Breasts, hips, moods, emotions, conflict, Testicles, sperm, erections, wet dreams, Penis, inappropriate touch Yr 6 responsibilities, duties, independence, consent, marriage, civil partnership, FGM, Fallopian tube, Labia Majora, Vagina Urethra, Ovary</p>			<p>Year 1 vet, animal specialist, medical, job, university</p> <p>Year 2 medical training, medical attention, medication</p> <p>Year 3 job, career, profession, digital animation</p> <p>Year 4 career, profession, specialism, camera operator</p> <p>Year 5 career, profession, engineer, stereotype, barriers</p> <p>Year 6 career, profession, analysis, vehicle dynamics, race strategy optimisation</p>
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## People:

People:							
<p><b>FINANCIAL EDUCATION</b></p> <p>Yr 1 price is right</p> <p>Yr 2 Jeff Bezos richest man in the world</p> <p>Yr 3 Chairwoman Sun Yafang</p> <p>Yr 4 Huawei</p> <p>Yr 5 Titus Pomponius Atticus Ancient Roman Banker</p> <p>Yr 6 Edna Ruth Byler 1946 began importing needlecrafts from low-income south American women</p> <p>Yr 6 Jesse Binga</p>	<p><b>CITIZENSHIP</b></p> <p>Yr 1 The Queen</p> <p>Yr 2 Mandela</p> <p>Yr 3 PM</p> <p>Yr 4 Nelson</p> <p>Yr 5 votes for women</p> <p>Yr 6 Fawcett</p> <p>Marcus Rashford</p>	<p><b>HEALTH &amp; KEEPING SAFE</b></p> <p>Yr 1 Florence Nightingale</p> <p>Yr 2 Jamie Oliver</p> <p>Yr 3 Joe Wicks</p> <p>Yr 4 sports coach</p> <p>Yr 5 model with acid who does documentaries</p> <p>Yr 6 Katy Piper</p> <p>Buddha chanting</p>	<p><b>RELATIONSHIPS EDUCATION</b></p> <p>Yr 1 school nurse</p> <p>Yr 2 Marriage photos - South Asian marriage</p> <p>Yr 3 maternity nurse or midwife</p> <p>Yr 4 My Naughty Little Sister</p> <p>Yr 5 Dorothy Edwards or a peacemaker</p> <p>Yr 6 Nobel Peacemaker</p> <p>Shirin Ebadi rights for women and children</p> <p>Yr 5 Tom Daley baby</p> <p>Yr 6 Karma Nirvana charity - honour based marriage</p>	<p><b>BUILDING CHARACTER</b></p> <p>Yr 1 David Blunkett Sheffield MP</p> <p>Yr 2 Clare Francis first to sail around the world</p> <p>Yr 3 Alan Turing</p> <p>Yr 4 Yuichiro Miura oldest person to climb mount Everest (80)</p> <p>Yr 5 Elizabeth Garret Anderson</p> <p>Yr 6 Anne Frank</p>	<p><b>MANAGING FEELINGS</b></p> <p>Yr 1 invite a mum and dad in to see how they help their children to deal with feelings</p> <p>Yr 2 Hope Patricia Powell CBE women's first team manager</p> <p>Yr 3 Emily Pankhurst</p> <p>Yr 4 Yuichiro Miura oldest person to climb mount Everest (80)</p> <p>Yr 5 The UN sent 12000 peacekeepers to Central African Republic after sectarian violence flared in 2014</p> <p>Yr 6 Malala Yousafzai</p>	<p>Online Safety</p>	<p><b>Career Development:</b></p> <p>Nursery Dr Robert Tanner Freeman (first American black dentist)</p> <p>Reception Walt Disney (dyslexic)</p> <p>Year 1 Vivian Wong (Asian vet who won the AVMF Legacy Scholarship)</p> <p>Year 2 Doctor Nagpaul (BMA council chair – top 50 most influential people from BAME background)</p> <p>Year 3 Tim Burton, director of Batman (said to be autistic)</p> <p>Year 4 Nikolas Kelly (Sign Speak – AI sign language interpreter for non-signers to easily communicate with sign users)</p> <p>Year 5 Carolyn Beatrice Parker – first African American known to have a post-graduate degree in physics</p> <p>Year 6 Lewis Hamilton Formula 1 star</p>