



PSHE, Citizenship and Relationship Education



Early Learning Goals

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Before starting Reception, children should:	During Reception, the children will learn to:	By the end of Reception, children should:
PSED	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<p>Personal, Social and Emotional Development: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Personal, Social and Emotional Development: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Personal, Social and Emotional Development: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

National Curriculum Expectations:	
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Physical Health and Fitness	<ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise The risks associated with an inactive lifestyle (including obesity) How and when to seek support including which adults to speak to in school if they are worried about their health 														
Healthy Eating	<ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 														
Drugs, Alcohol and tobacco	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 														
Health and Prevention	<ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist About personal hygiene and germs including bacteria, viruses, how They are spread and treated, and the importance of handwashing The facts and science relating to allergies, immunisation and vaccination 														
Basic First Aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary Concepts of basic first-aid, for example dealing with common injuries, including head injuries 														
Changing Adolescent Body	<ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes About menstrual wellbeing including the key facts about the menstrual cycle 														
Financial awareness	Non-statutory														
Citizenship															

	By the end of Year 2:	By the end of Year 4:	By the end of Year 6:
Journey in Love	<p>Children can:</p> <ul style="list-style-type: none"> recognise signs that I am loved in my family. recognise the joy and friendship of belonging to a diverse community. recognise how I am cared for and kept safe in my family. describe ways of being safe in communities. celebrate ways that God loves and cares for us. celebrate ways of meeting God in our communities. 	<p>Children can:</p> <ul style="list-style-type: none"> describe and give reasons how friendships make us feel happy and safe. describe and give reasons why friendships break down, and how they can be repaired and strengthened. celebrate the joy and happiness of living in friendship with God and others. describe how we all should be accepted and respected. describe how we should treat others making links with the diverse modern society we live in. celebrate the uniqueness and innate beauty of each of us. 	<p>Children can:</p> <ul style="list-style-type: none"> show knowledge and understanding of emotional relationship changes as we grow and develop. show knowledge and understanding of the physical changes in puberty. celebrate the joy of growing physically and spiritually. develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. explain how human life is conceived. show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.

NSPCC Speak out Stay Safe	<div>Children can:</div> <ul style="list-style-type: none">• understand abuse in all its forms and recognise the signs of abuse.• understand that abuse is never their fault, and they have the right to be safe.• know how to get help, and the sources of help available, including Childline.		
Equality and diversity texts	<div>Children can:</div> <ul style="list-style-type: none">• Celebrate and like who they are• Understand that friends can be of a different gender• Recognise that people are different ages• Understand that bodies work in different ways• Understand that we share the world with lots of different people• Understand what diversity is• Understand what makes someone feel proud• Feel proud of being different• work with everyone	<div>Children can:</div> <ul style="list-style-type: none">• Understand how difference can affect someone• Understand what “discrimination” means• Find a solution to a problem• Use strategies to help someone who is different• Be welcoming• Know when to be assertive• Understand why people choose to get married• Overcome language as a barrier• Ask questions and make choices• Be proud of who they are and recognise the importance of speaking up	<div>Children can:</div> <ul style="list-style-type: none">• Learn from the past• Understand that some decisions are difficult and can justify their actions• Recognise when someone needs help• Appreciate artistic freedom• Accept people who are different from them• Promote diversity• Stand up to discrimination• Challenge the causes of racism• Consider how life may change as they grow up• Recognise their freedoms
First Aid (St John's Ambulance)	<div>Calling for help (revisit annually)</div> <div>Children can:</div> <ul style="list-style-type: none">• Understand it's most important to ensure the safety of myself and others in the event of an emergency• Assist in an emergency by correctly calling for help• Know the information I need to give to emergency services if they are called to an incident <div>Head injuries (revisit annually)</div> <div>Children can:</div> <ul style="list-style-type: none">• Identify a minor or major head injury• Give first aid to a casualty who has a head injury• Call for help for a casualty who has a head injury <div>Bites and stings</div> <div>Children can:</div> <ul style="list-style-type: none">• Identify when a casualty is having an allergic reaction to a bite or sting• Provide first aid treatment for a casualty who has been bitten or stung• Comfort and reassure a casualty who has been bitten or stung• Seek medical help if required <div>Asthma</div> <div>Children can:</div> <ul style="list-style-type: none">• Identify a casualty who is having an asthma attack• Assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma <div>Seek medical help, if required, for someone who is having an asthma attack</div> <div>Bleeding</div> <div>Children can:</div> <ul style="list-style-type: none">• Ensure the safety of themselves and others.• Assess a casualty's condition calmly and give first aid to a casualty who is bleeding• give first aid to a casualty who is in shock.• seek medical help if required for a casualty who is bleeding <div>Choking</div> <div>Children can:</div> <ul style="list-style-type: none">• Identify a casualty who is choking• Assess and give first aid to a casualty who is choking• Seek medical help if required <div>Basic life support</div> <div>Children can:</div> <ul style="list-style-type: none">• Conduct a primary survey• Place an unresponsive casualty, who is breathing normally, into the recovery position• Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally• Seek medical help		

Skin	<p>Children can:</p> <ul style="list-style-type: none"> • understand different types of clothes we wear for different conditions. • understand what slip, slap, slop means and how to apply it to staying safe in the sun. • learn about how different animals protect themselves from the sun. • compare and contrast how different animals protect themselves. • learn how to interpret a UV index. • appreciate that sunscreen gives us protection against UV rays. • learn that the skin is our largest organ. 	<p>Children can:</p> <ul style="list-style-type: none"> • Learn that colour change from our natural skin colour is a sign of skin damage. • Learn that appropriate hats and clothing, sunscreen and sunglasses can help to protect against damage caused by the sun. • Learn that the sun has beneficial and harmful rays towards living things. • That sun exposure causes sun burn, skin and eye damage. • Learning that shade is a way of reducing UV rays and related health problems. • establish which materials provide the best sun protection. 	<p>Children can:</p> <ul style="list-style-type: none"> • understand that UV radiation cannot be seen or felt • improve their research and debating skills. • understand that Earth has a protective layer called the Ozone layer which blocks most of the sun's harmful rays. • appreciate that damaging the skin can be avoided by following simple sun rules. • learn that whilst UV is invisible its effect on the skin are damaging and potentially life threatening. • understand that the sun produces light and warmth as well as UV radiation. <p>know that light travels from a source.</p>
Money Matters	<p>Children can:</p> <ul style="list-style-type: none"> • Discuss things they can buy in the shops. • Talk about different sources that money can come from. • Identify things they want. • Identify things they need. • Talk about ways we can keep track of what we spend. • Discuss ways they can keep money safe. • Discuss some methods of payment • Explain ways we can save money. • Identify why it is important to keep money safe. • Explain why it is important to keep our belongings safe. • Discuss ways we can keep track of money we spend • Identify what influences what we buy. • Talk about prioritising what we buy, thinking about things we need before things we want. • Discuss advertisements and offers that try to influence what we buy. • Talk about the importance of keeping track of what we spend. 	<p>Children can:</p> <ul style="list-style-type: none"> • Identify ways that people can avoid financial risk. • Talk about ways to establish the actual cost behind advertised products. • Discuss the advantages of working to a budget. • Explain how money can affect people's emotional wellbeing. • Discuss the importance of paying tax as a contribution to society. • Explain the different priorities people may have around spending. • Discuss the importance of viewing other people's spending decisions with kindness and respect. • Discuss the environmental impact of ethical spending. • Discuss some consequences financial decisions can have on our emotional wellbeing; • Talk about the importance of prioritising our spending; • Discuss advertisements that try to influence what we buy; • Explain why it is important to keep track of what we spend; • Discuss what is meant by ethical spending • Discuss choices people can make about borrowing and saving; • Talk about how prioritising can lead to saving money for expenses we might need; • • Discuss why advertisements try to influence what we buy; • Identify how keeping track of our spending can help us prioritise and save for other spending that we need to do; • Explain some ways spending decisions can have an environmental impact. 	<p>Children can:</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. • Discuss reasons that people take financial risks. • Discuss why advertisers try to influence consumers. • Talk about how to be a 'critical consumer'. • Identify how to compare the value for money of different products. • Discuss how to make a budget. • Discuss how money can affect people's emotional wellbeing. • Discuss the fact that everyone's spending decisions will be different, and this should be respected. • Explain what tax is and the ways that people pay it. • Discuss what is meant by ethical spending. • Talk about the environmental impact of fair trade, single-use plastics, recycling used goods and making use of reusable materials. • Identify ways that people can avoid financial risk. • Talk about ways to establish the actual cost behind advertised products. • Discuss the advantages of working to a budget. • Explain how money can affect people's emotional wellbeing. • Discuss the importance of paying tax as a contribution to society. • Explain the different priorities people may have around spending. • Discuss the importance of viewing other people's spending decisions with kindness and respect. • Discuss the environmental impact of ethical spending.

E-Bug	<p>Children can:</p> <ul style="list-style-type: none"> • Understand there are three different types of microbes: viruses, bacteria and fungi. • Understand microbes are all different shapes and sizes. • Understand some microbes are useful but some can be harmful. • Most students will: <ul style="list-style-type: none"> • Understand microbes are found everywhere. • Understand most microbes are too small to be seen with the naked eye. • Understand washing hands can help remove microbes. • Understand washing hands is one of the best ways to prevent the spread of microbes. • Understand washing hands with soap and water is better than washing hands with water alone. • Understand there can be harmful microbes in our coughs and sneezes. • Understand that infection can be spread through coughs and sneezes. • Understand that good respiratory hygiene can reduce the spread of infection. • Understand what dental plaque is and how it forms. • Understand the consequences of tooth decay. • Understand that limiting sugary foods and drinks can reduce tooth decay. • Understand the importance of eating healthier snacks. 	<p>Children can:</p> <ul style="list-style-type: none"> • Understand that bacteria, viruses and fungi are three main types of microbes. • Understand that microbes are found everywhere. • Understand that microbes come in different shapes and sizes and are too small to be seen with our eyes. • Understand that microbes can be beneficial, harmful or both. • Understand that some microbes can help keep us healthy. • Understand that some microbes can be put to good use. • Know that microbes grow at different rates depending on their environments • Understand that sometimes microbes can make us ill. • Understand that harmful microbes can pass from person to person. • Understand that not all illnesses are caused by harmful microbes. • Understand that infection can be spread through unclean hands. • Understand that hand washing can prevent the spread of infection. • Understand when and how to wash hands • Understand why we should use soap to wash our hands. • Understand that washing hands is one of the best ways to prevent the spread of microbes. • Understand that infection can spread through coughs and sneezes. • Understand that covering your mouth and nose with a tissue or your sleeve (not your hands) when you cough, or sneeze helps prevent the spread of infection. • Understand that coughing and sneezing in your hand can still spread infection. • Understand that microbes can be found on our food and can transfer to humans. • Understand that cooking food properly can kill harmful microbes. • Understand that bacterium multiply very quickly. Most students will: <ul style="list-style-type: none"> • Understand that refrigeration only stops microbes growing, it doesn't kill them. • Understand the difference between "use by" and "best before" • Understand what dental plaque is and how it forms. • Understand which foods and drinks cause tooth decay. • Understand the consequences of tooth decay. • Understand how to brush teeth effectively. • Understand that limiting sugary foods and drinks can reduce tooth decay 	<p>Children can:</p> <ul style="list-style-type: none"> • Understand that what you do to help your pet be healthy is the same as what you need to do for yourself. • Understand that, just like us, animals should only take antibiotics if necessary and it is important to finish the course. • Understand that harmful microbes can be found on the farm and that these microbes can spread to humans. • Understand that by washing our hands and following some basic rules we can reduce the chance of picking up an infection on the farm. • Understand that some microbes can be transmitted from animals to humans and vice versa. • Understand that vaccines help prevent a range of infections, including the flu. • Understand that there are not vaccines for all infections. • Understand that most common infections get better on their own through time, bed rest, hydration and healthy living. • Understand that if antibiotics are taken, it is important to finish the course. • Understand that antibiotics treat bacterial infections only. • Understand that they should not share antibiotics or other medicines that are prescribed by a doctor or healthcare professional.
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Meet your brain

Year 1

- Where their brain is in their body and what it looks like.
- That our brain helps us to control our body manage our emotions and help solve problems.
- That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A- P -Hippocampus, Amygdala and Prefrontal Cortex.
- That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep.
- That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex.
- That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.

Year 2

- More about what their brain looks like and that it is fully grown by age 6.
- That our brain helps us to make good decisions and remember what we have learnt.
- That the Amygdala causes them to flight, fight or freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A- P.
- That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them.
- How they can use Happy Breathing to help Team H-A- P work as a team, but also how Happy Breathing can help with Neuroplasticity.

Celebrate

Year 1

- What character strengths are and how they make us unique and special.
- About the 5 Character strengths and what they mean. 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and friendship 5.Love of life and our world
- How the best way to learn more about your strengths is to notice them.
- That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy.
- That it is nice to tell other people when they use their strengths, as it makes them feel good

Meet your brain

Year 3

- How to focus their mind to help them train their brain.
- Learn about Team H-A- P and their roles in more detail.
- How our emotions impact Team H-A- P and how to support their brains to relax when feeling sad, stressed or worried.
- Why our Amygdala behaves the way it does and how evolution has shaped how it works.
- How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practice.
- About Neurons and Neural pathways and the role they play in learning.
- How to look after their brains to help them to be at their best.

Year 4

- How to train their minds to focus on whatever they want. They will learn that this is Neuroplasticity, and they can do anything they put their mind to.
- How they use each part of Team H-A- P and reflect on when they use them to develop their understanding.
- How the Amygdala reacts to real and perceived danger.
- About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down.
- About the brain's structure and how neurons carry messages to create neural pathways.
- How neural pathways help us to form habits.
- More about how to look after their brains and what happens if we don't. They will learn how our minds can feel like a Snow globe, leaving us unable to see clearly

Celebrate

Year 3

- That scientists discovered that we all have 24 character strengths but in different amounts.
- We all have 24 strengths but focus on the 5 main categories of character strengths and think about them like a pick and mix bag of sweets.
- That half of our character is set by genetics and the other half from our experiences. •That our character can grow based on our experiences, just like their brains do with Neuroplasticity. •Why it is important to spot strengths in others and how they can be used. •That strengths can help them to approach difficult situations. •When they use their character strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A- P happy

Meet your brain

Year 5

- The difference between their brain and mind.
- More detail about each part of the brain and why they work the way they do.
- How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered.
- About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze.
- About how to more intentionally look after their brains to keep them healthy.
- About the hormones in their brain and how they can manage them, including dopamine and cortisol

Year 6

- About a growth mindset and self-regulation techniques in times of stress.
- To reflect on their stress points as they relate to transitioning to Secondary school (as these are different for everyone) and work through strategies to cope with these scenarios.
- To train their brain and how it grows each time.
- About the links between their thoughts, feelings and actions and how the thoughts they have can influence how we act.
- About calming their amygdala when facing stressful thoughts or having a tough time.
- How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies.
- How to re-frame scary challenges to become exciting opportunities

Celebrate

Year 5

- How the 24 character strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence.
- That strength spotting shows children how strengths can be used in different ways.
- That they still have all 24 strengths, but when they use their Top 5 Team H-A- P feels at its best.
- How they can move their strengths around and grow strengths by practising them through Neuroplasticity.
- That when they stop and reflect on using their strengths, their Hippocampus will store it as a memory. They will learn that when faced with a similar situation, they can remember how that strength can help.
- How strength spotting can help Team H-A- P feel happy as when

	<p>Year 2</p> <ul style="list-style-type: none"> About the same 5 character strengths as Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action. That when we use our character strengths, we can be our very best selves and that we all have our own unique set of strengths and we are all different. What Neuroplasticity is and how we can grow our strengths if we practise using them. About how to recognise the strengths in themselves. How to think about which strengths they would like to grow or use more of <p><u>Appreciate</u></p> <p>Year 1</p> <ul style="list-style-type: none"> What appreciate means, what types of things we appreciate, and how we show appreciation. That you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too. How Happy Breathing exercises help to remind us to appreciate the things we might forget. By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity. That when we give and receive gratitude, it makes Team H-A- P happy, and they can work well together <p>Year 2</p> <ul style="list-style-type: none"> That being thankful or having gratitude are other words for appreciating. What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude; themselves, others, and experiences. That when we show gratitude to someone it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing. That Team H-A- P love it when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and Happy Breathing can help us 	<p>Year 4</p> <ul style="list-style-type: none"> That scientists have discovered that we all have 24 character strengths, but in different amounts. Why strength spotting is so powerful and how the best way to learn about strengths is by noticing them. How when we spot strengths over and over, we will build neuropathways to create a habit. That strengths can help them solve problems and that everyone uses different strengths. That strengths can always help them. That Team H-A- P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best. <p><u>Appreciate</u></p> <p>Year 3</p> <ul style="list-style-type: none"> That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. That the more they show gratitude, the easier it is -like Neuroplasticity. How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A- P work together. How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too <p>Year 4</p> <ul style="list-style-type: none"> How they can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect -when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. That the more time they think about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. How giving gratitude can help us get through tough times, and when they can see everything they are grateful for it, it makes the problems we face a little easier to manage 	<p>we use our strengths, Dopamine gets released, and we feel confident. They will also learn that using our strengths can help them manage their Cortisol levels.</p> <p>Year 6</p> <ul style="list-style-type: none"> What their top strengths are based on completing an official survey which will rank their strengths from 1-24. More about what each of the 24 strengths means and how they help them each day. How to grow their strengths to help them transition and overcome challenges. How their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the Secondary School environment <p><u>Appreciate</u></p> <p>Year 5</p> <ul style="list-style-type: none"> How they can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect -when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too That the more time they think about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. How giving gratitude can help us get through tough times, and when they can see everything they are grateful for it, it makes the problems we face a little easier to manage <p>Year 6</p> <ul style="list-style-type: none"> How they can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect -when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. That the more time they think about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. How giving gratitude can help us get through tough times, and when they can see everything they are grateful for it, it makes the problems we face a little easier to manage
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	<p><u>Relate</u> Year 1</p> <ul style="list-style-type: none"> • That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways. • How their character strengths help them get along with others and learn that it is okay that we are all different. • What Active Listening is. • What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues. • That Happy Breathing can help them if they have big emotions when falling out with friends <p>Year 2</p> <ul style="list-style-type: none"> • That we relate to different people in different ways and that different people relate differently, too. • How their character strengths can help them get along with other people. They will learn that we all have different strengths, which is okay. • That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong. • How to spot the characteristics of a good friend and recognise this in themselves. • How to Actively Listen and why this helps them to get along with others. They will look at what happens if they don't actively listen and how this can affect their ability to get along with others. • That Team H-A- P feels happy when we Actively Listen because we are using all parts of the team. • How to 'Stop, Understand and Consider' and why it is important to do this before responding. • How Happy Breathing can help them with friendship issues by keeping them calm. <p><u>Engage</u> Year 1</p> <ul style="list-style-type: none"> • What engage means. • What types of things they can engage in. • That when they engage in something and feel happy, they can do the activity better. • That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. • How to set a class goal using the 3 steps. • That setting goals and achieving them can make 	<p><u>Relate</u> Year 3</p> <ul style="list-style-type: none"> • That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing. • That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships. • That everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others. • That the more they practice seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too. • That we normally choose our friends because of their character. • That we all see things from different perspectives; friends can help us solve problems by approaching them differently. • How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships. • That when we listen to friends, they will know that we care for them. <p>Year 4</p> <ul style="list-style-type: none"> • That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best. • When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. • That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. • Why it is important to show gratitude to their friends when they help. • That the skills needed to listen actively can help them to 'Stop, Understand and Consider'. • That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for them to talk to friends too. <p><u>Engage</u> Year 3</p> <ul style="list-style-type: none"> • That to engage means to pay attention and put effort into something. • How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. • What Big Dream Goals are • How to use perseverance and resilience to help them not give up on something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals 	<p><u>Relate</u> Year 5</p> <ul style="list-style-type: none"> • What their top 5 strengths are and which virtue they fall under. • That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus. • That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A- P happy, calm and relaxed. • That you are more likely to see different strengths and perspectives positively when Team H-A- P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives. • That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good. • Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships <p>Year 6</p> <ul style="list-style-type: none"> • Relationship building powers i.e., how they go about making friendships today – what strengths they have here and what they can develop. • How those skills are transferable to their upcoming changing environment. • Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies. • Strategies for seeing different perspectives through role play <p><u>Engage</u> Year 5</p> <ul style="list-style-type: none"> • That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot. • When they engage in something and feel good, Team H-A- P love it because Dopamine is released in the brain, making it easier for us to succeed. • Why their engagement levels may drop if their Amygdala takes over. • How their feelings affect their ability to do well in an activity and how Cortisol or Dopamine is released.
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	<p>Team H-A- P happy too.</p> <ul style="list-style-type: none"> • That we do not always achieve our goals, but as long they have tried, they will learn something new. • That just because they can't do something straight away, it doesn't mean they won't be able to in the future <p>Year 2</p> <ul style="list-style-type: none"> • When they feel good, they do good. • Goal setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. • The 3 steps to set a goal and practice setting goals as a class. • How Happy Breathing can help when goals are tricky. 	<p>Year 4</p> <ul style="list-style-type: none"> • That to engage means to pay attention and put effort into something. • How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals 	<ul style="list-style-type: none"> • About the difference between a team and individual goal and how it is just as important to work as a team to set goals. • Why the skill of perseverance is critical when working as part of a group. • How understanding other people's character strengths can also help in team goals <p>Year 6</p> <ul style="list-style-type: none"> • How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead. • How to recognise their concerns and define strategies to overcome them. • How they can use their strengths to leverage the opportunities that they are excited about. • How to create goals around leveraging and practising the tools they have learned as they progress through to high school
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