



Churchside Federation

Long Term Plan for PSHE



National Curriculum Target Links: Healthy and safe Emotional Health Anti-bullying Citizenship Values – inc. diversity and equal opportunities			Tools to support PSHE PATHS Links SEAL Links PiXL Links EYFS Early Learning Goals		
SEAL Theme Links					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
New Beginnings	Getting on and falling out	Good to be me	Relationships	Going for Goals	Changes
PiXL Link Themes					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Character: E Safety	Culture: A mind to be kind	Character: My Life	Character: Well being	Character: My Health	Character: My mind
RSHE Links					
Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
My Feelings	My Body	My Relationships	My beliefs	My Rights and My responsibilities	Asking for help
Year R	Core Theme	Skills and Learning Focus			Golden Values thread
Autumn PATHS: Unit 1 Fostering a positive environment	Health and Well Being	How to contribute to life in the classroom Having respect for the rules Children talk about how they feel and how others show feelings. They talk about their own and others behaviour and its consequences. British Values – participation, sense of community Children will learn: how to contribute to the life of the classroom, to help construct, and agree to follow, group and class rules and to understand how these rules help them			Respect Good manners

		<p>Emotional Health Children will learn: about where they live and what they can already do</p> <p>Healthy and safe Children will learn: who keeps them safe and how. About what is safe and unsafe. Children should be able to talk about how to keep safe. E Safety introduction</p>	
	Relationships	<p>To consider the needs and feelings of others. Feelings faces. Children form positive relationships with others at school</p> <p>Citizenship Children should: be aware of themselves and others</p> <p>Children can play co-operatively and can take turns and share.</p>	<p>Kindness</p> <p>Friendships</p>
	Living in the Wider World	<p>Citizenship/British Values – participation, rights & responsibilities Children will learn: about how to co-exist and be helpful Children should: be able to say why we need rules and give some examples. Is it OK to break rules</p>	<p>Honesty</p> <p>Sticking to the rules</p>
Spring PATHS: Unit2 Basic Feelings 1	Health and Well Being	<p>Emotional Health Children will learn: about feelings and goals Children should: be able to set a target for themselves</p>	<p>Respect</p> <p>For their achievements</p>
	Relationships	<p>Emotional Health: Children will learn: what friends are Children should: be able to communicate their feelings to others, to recognise how others show feelings and how to respond ,be able to talk about what makes a good friend , recognise how their behaviour affects other people</p>	<p>Kindness:</p> <p>Friendships</p>
	Living in the Wider World	<p>Healthy and safe Children will learn: Responsibility: what accidents are Children should: understand about safe and unsafe places to play.</p> <p>Citizenship/British Values – democracy and responsibilities Children will learn: about rules for games and who makes them Children should: able to take part in a class vote</p>	<p>Honesty</p> <p>Telling when something is wrong</p>
Summer PATHS: Unit 2 Basic Feelings 1 PATHS Unit 4 Self Control	Health and Well Being	<p>Emotional Health Children will learn: about how they are improving Children should: be able to talk about growing.</p> <p>Healthy and safe Children will learn: about basic hygiene Children should: know how to keep themselves clean</p>	<p>Respect</p> <p>For themselves</p>
	Relationships	<p>Emotional Health Values Children will learn: who are special people and that everyone’s are different more about how people feel Children should: recognise similarities and differences in families</p>	<p>Kindness</p> <p>Understanding of others</p>
	Living in the Wider World	<p>Citizenship: Children should: participate in cooperative learning games – that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) that they belong to various groups and communities such as family and school, what improves and harms their local, natural and built environments and about some of the ways people look after them. ,that money comes from different sources and can be</p>	<p>Honesty</p> <p>Kindness</p> <p>Respect</p>

		used for different purposes, including the concept of spending and saving, about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices	
Year 1	Core Theme	Skills and Learning Focus	Golden Values Thread
Autumn PATHS Unit 1 Fostering a Positive environment	Health and Wellbeing	Emotional Health – self esteem/awareness Children will learn: how to tell how people are feeling Children should: be able to show some self awareness Healthy and safe Children will learn: how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others. (Link with Corona virus 2020 life experiences) Children should: know how to keep themselves clean and brush their teeth effectively.	Kindness To themselves
PATHS Unit 2 Basic Feelings 2	Relationships	Emotional Health : Children will learn: about different types of friends, including grown-ups, the difference between keeping secrets and surprises and the importance of not keeping adults secrets, only surprises Children should: be able to talk about good and not so good feelings be able to talk about friends ,begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings	Respect
	Living in the Wilder World	Emotional Health Anti-bullying Citizenship – responsibilities. Children will learn: more about differences between fantasy and reality Children should: understand the difference between these	Honesty What is real and what is fantasy
Spring PATHS Unit 3 Basic Feelings 2	Health and Wellbeing	Healthy and safe Children will learn: about their bodies and how they work about the similarities and differences between boys and girls SRE: Children should: be able to name the main parts of the body (including external genitalia) Growing and changing Children will learn: more about what happens as things grow Children should: be able to describe some elements of the growth cycle	Kindness To how they are growing and changing
PATHS Unit 5 Caring and Sharing	Relationships	Emotional Health – self esteem Children will learn: about what happens when things get lost or change Children should: be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)	Respect
	Living in the Wilder World	Sustainable development Citizenship / British Values Children will learn: about the environment Children should: take part in a class recycling activity	Honesty How are they looking after the world?

Summer PATHS Unit 6 Basic Problem Solving PATHS Unit 4 Self Control	Health and Wellbeing	Feeling unsure Healthy and safe Emotional Health Children will learn: that household products, including medicines, can be harmful if not used properly ,about feeling worried Children should: know how to protect themselves	Kindness Looking after themselves
	Relationships	Memories and growing up Emotional Health – self esteem Values Children will learn: about special memories Children should: make a memory box and choose contents	Respect For yourself
	Living in the Wilder World	Looking after myself Citizenship/British Values – world of work Healthy and safe Children will learn: more about road safety and who helps us keep safe. Citizenship (voluntary services) Children should: understand the role of the emergency services	Honesty Doing good things for others
Year 2	Core Theme	Skills and Learning Focus	Golden Values Thread
Autumn PATHS Unit 1 Fostering a positive environment PATHS Unit 2 Introduction to feelings	Health and Well being	Healthy and safe Children will learn: about what healthy people do. This should include learning about the benefits of rest and exercise Children should: be able to describe the components of a healthy day ,be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Respect Of own body Others opinions
	Relationships	Same and different – being truthful Emotional Health Anti-bullying Children will learn: about truth and lies, and more about diversity Children should: be able to show what constitutes a good friend, recognise what is fair and unfair, kind and unkind, what is right and wrong Coping with conflict Emotional Health Anti-bullying Children will learn: more about teasing and bullying that there are different types of teasing and bullying, that these are wrong and unacceptable ,the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities how resist teasing or bullying, if they experience or witness it, whom to go to and how they get help Children should: know why this is wrong and how to get help, recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	Kindness What is a bully?
	Living in the Wilder World	Money and shopping Citizenship/British Values – financial capability Children will learn: about money and spending Children should: be able to role-play simple financial transactions	Honesty Is it OK to steal?
Spring	Health and Well-being	About my body Emotional Health – self esteem Children will learn: more about parts of the body and how the body works Children should: be able to show understanding of key bodily functions	Respect

PATHS Unit 3 Feelings and behaviour		Keeping fit Healthy and safe Children will: learn about exercise and what makes places healthy begin to learn how to make real, informed choices that improve their physical and emotional health Children should: plan and carry out a programme of exercise	Of own body and how to look after it
	Relationships	Making and breaking friendships Emotional Health Values Children will learn: about when friendships break up, or people move away Children should: understand about the feelings associated with this Variety of relationships Emotional Health Values Healthy and safe Children will learn: about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them ,to identify their special people (family, friends, carers), what makes them special and how special people should care for one another Children should: recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'	Kindness Thinking of others
PATHS Unit 4 Self Control and Anger Management			
PATHS Unit 5 Anger and Problem solving skills	Living in the Wider World	Our school community Citizenship/British Values – sense of community Children will learn: rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety) rules for safety in the environment (including rail, water and fire safety) about safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets ,to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others ,to identify and respect the similarities and differences between people Children should: , share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class , use various media to illustrate this	Respect
	E Safety Focus		
Summer PATHs Unit 6 Friendship and feeling lonely	Health and Well being	Mums and babies – how we grew Emotional Health Children will learn: about babies and birth about the process of growing from young to old how people's needs change and responsibilities that increasing independence may bring Children should: if possible bring in photographs of themselves/their parents/carers at different stages from birth till now Healthy eating Healthy and safe Children will learn: about what food is healthy Children should: use their learning to plan a healthy lunchbox	Respect Of how we grow and change
	Relationships	Mums and babies Emotional Health Children will learn: that babies need care and (love) in order to calm them if they are upset Children should: plan a visit by a Mum and formulate questions Personal identity Emotional Health – self esteem Children will learn: to set simple but challenging goals Children should: be able to learn from their experiences ,be able to recognise and celebrate their strengths	Kindness Love of life
PATHS unit 7 Manners and listening to others	Living in the Wilder World	Personal Safety Healthy and safe Emotional Health Children will learn: about who to talk to if they have concerns, questions or worries Children should: know the difference between secrets and surprises and understanding not to keep adults' secrets	Honesty Be honest with themselves
Year 3	Core Theme	Skills and Learning Focus	Golden Values Thread

Autumn PATHS Unit 1 Fostering a positive environment and self esteem PATHS Unit 2 Basic Emotions Unit 8 Feelings and expectations Unit 9 Feelings about school	Health and Well being	Emotions and feeling – looking at pressure Emotional Health Anti-bullying Children will learn: how to deal with feelings, how to cope with pressure , what positively and negatively affects their physical, mental and emotional health (including the media) Children should: know who they can talk to if they feel pressured Keeping safe Healthy and safe Children will learn: about risks they may face, that bacteria and viruses can affect health and that following simple routines can reduce their spread (Link with Corona virus life experience) Children should: be able to describe what risk is and how this may affect decisions	Respect Of own body
	Relationships	Looking after others Citizenship/British Values –Children will learn about behaving responsibly Children should: have looked after a toy pet, and recorded this be able to talk about feelings recognise and respond appropriately to a wider range of feelings in others	Kindness
	Living in the Wilder World	Councillors – what do they do? Citizenship/British Values – rights and responsibilities, democracy and government Children will learn: why and how rules and laws that protect themselves and others are made enforced, why different rules are needed in different situations and how to take part in making and changing rules , that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment ,about school and local democracy Children should: show an understanding of the role of a school councillor ,resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices	Honesty
Spring PATHS Unit 3 Improving self control PATHS unit 4 Using our thinking skills	Health and Well being	Feeling sad and making choices Emotional Health – self awareness Children will learn: that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) about critical thinking and decision making Children should: be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) be able to write about feelings	Respect Of others space
	Relationships	Families who live far away Values Children will learn: about extended families Children should: be able to discuss issues for families living overseas Healthy and safe Children will learn: what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Children should: recognise ways in which a relationship can be unhealthy and who to talk to if they need support	Kindness
	Living in the Wilder World	Where do things come from? Citizenship/British Values – sustainable development, environment Children will learn: about sources of product and Fairtrade Children should: be able to debate about ethics Me and my community	Honesty Being a positive person in your community

		Citizenship/British Values Children will learn: what being part of a community means, and about the varied institutions that support communities locally and nationally Children should: recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	
Summer	Health and Well Being	Accidents and prevention Healthy and safe Citizenship/British Values – rights and responsibilities Children will learn: about outdoor places and how to behave responsibly Children should: produce a display on outdoor risks Drug Education Healthy and safe Children will learn: about medicines and everyday drugs and how to deal with unhelpful pressure school rules about health and safety, basic emergency aid procedures, where and how to get help Children should: be able to ask for help or assistance	Respect
	Relationships	Special people in school Emotional Health – self awareness Children will learn: about different roles in school Children should: conduct an interview Peer influence/pressure Healthy and safe Children will learn: that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media Children should: be able to describe how to deal with unhelpful pressure, be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	Kindness
	Living in the Wilder World	Our ideal community Citizenship/British Values – sense of community, participation, world of work Children will learn: about how community facilities work Children should: produce a map of the community	Honesty Harmony in the community
Year 4	Core Themes	Skills and Learning Focus	Golden Values Thread
Autumn	Health and Well Being	Healthy eating Healthy and safe Children will learn: about what food is healthy and why to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet Children should: be able to design a series of healthy menus and compare these with each other and food offered in school	Respect For our own bodies
	Relationships	Types of relationships Healthy and safe Emotional Health – self awareness Children will learn: about different types of relationships including friends and families, civil partnerships and marriage, that civil partnerships are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of legal age to make that commitment Children should: understand that there is a variety of relationships Loss and separation Emotional Health Children will learn: about how it feels to lose someone Children should: be able to identify who can help them with difficult feelings	Kindness Love

	Living in the Wider World	Media and the community Citizenship/British Values – participation, world of work, media literacy Children will learn: about how the media influences decisions Children should: be able to hold a debate on a topical issue	Honesty
Spring	Health and Well Being	Drug education Healthy and safe Children will learn: about the effects of smoking and how to make safe choices Children will learn: how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) Children should: be able to describe the effects of smoking and how to make safe decisions ,begin to understand the concept of a ‘balanced lifestyle’ Strong feelings Emotional Health Children will learn: about strong feelings and mood swings	Respect Of your body
	Relationships	Persuasion and pressure Anti-bullying Children will learn: that their actions affect themselves and others, about the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ Children should: be able to judge what kind of physical contact is acceptable or unacceptable and how to respond ,be able to demonstrate some basic techniques for resisting pressure	Kindness
	Living in the Wider World E Safety Focus	Persuasion and pressure Anti-bullying Citizenship/British Values – media literacy Children will learn: about sources of persuasion including the media Children should: be able to recognise some persuasive media tactics e.g. on television adverts Recycling project Citizenship/British Values – sustainable development, environmental participation Children will learn: more about the local community Children should: be able to explain what can be recycled in their “local” recycling bins Healthy and safe Citizenship/British Values – media literacy Children will learn: the importance of protecting personal information, including passwords, addresses and images Children should: deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience ,design posters and materials to reflect this learning	Honesty
Summer	Health and Well Being	Rights and responsibilities Emotional Health Citizenship/British Values – rights and responsibilities Children will learn: about types of behaviour and their consequences Children should: be able to give examples of right and wrong, recognise that their increasing independence brings increased responsibility to keep themselves and others safe	Respect
	Relationships	Exclusion/inclusion Anti-bullying Emotional Health Children will learn: about equal opportunities and their importance Children should: be able to show understanding of difference including disability recognise how images in the media do not always reflect reality and can affect how people feel about themselves, deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	Kindness
	PATHS Unit 3 Making good decisions		
	PATHS unit 5 Problem solving		
	PATHS Unit 4 Being responsible and caring for others		

	Living in the Wilder World	Fundraising activities Citizenship/British Values – financial capability, rights and responsibilities, participation, world of work Emotional Health Children will learn: about what voluntary agencies do Children should: plan and undertake a simple fundraising project , reflect on and celebrate their achievements, identify their strengths, set high aspirations and goals	Honesty
Year 5	Core Theme	Skills and Learning Focus	Golden Values
Autumn PATHS Unit 1 Getting Started PATHS Unit 2 Problem solving	Health and Well Being	Healthy lifestyles Healthy and safe Citizenship/British Values – rights and responsibilities Children will learn: about how their own lifestyle contributes to health what is meant by the term ‘habit’ and why habits can be hard to change, about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: Children should: conduct a local survey to understand more about eating habits	Respect
	Relationships	Relationships Emotional Health Children will learn: more about a range of issues that can affect families about change, including transitions loss, separation, divorce and bereavement Children should: be aware of some of the problems families/parents can face	Kindness
	Living in the Wilder World	Stereotypes and changing Emotional Health Values Children will learn: that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability, about images and stereotypes Children should: be aware of the need to challenge these Money and saving Citizenship/British Values – financial capability, work Children will learn: about saving and spending Children should: run a simple marketing project in teams	Honesty
Spring PATHS unit 3 Goals and Identity	Health and Well Being	Gender differences and puberty Healthy and safe Children will learn: about development from birth and specific body parts Children should: be able to name these parts and understand their function Sex Relationship Education Healthy and safe Children will learn: about human reproduction Children should: realise that human reproduction is an adult activity	Respect
	Relationships	Coping with bullying Anti-bullying Emotional Health Children will learn: about how to deal with bullies Children should: use role-play or other to demonstrate techniques they have learnt	Kindness
	Living in the Wilder World	Democracy simulation Citizenship/British Values – democracy and government Children will learn: about how local democracy works Children should: use a simulation to develop understanding of democracy Children will learn: about the lives of people living in other places, and people with different values and customs	Honesty

		Children should: appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
Summer	Health and Well Being	Setting personal goals Emotional Health Citizenship/British Values – rights and responsibilities Children will learn: how to set goals and targets for themselves Children should: produce a personal plan	Respect For yourself and others
PATHS Unit 4 Making and keeping friendships	E safety Focus	Personal Safety Emotional Health Citizenship/British Values – rights and responsibilities Children will learn: about situations which could cause them personal risk, that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child, that these universal rights are there to protect everyone and primacy over national law and family and community practices Children should: develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) Drug education Healthy and safe Children will learn: which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others ,about alcohol, attitudes to drugs and making safe decisions in situations involving drugs Children should: , be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations	
PATHS Unit 5 Being responsible and caring for others	Relationships	Being left out Anti-bullying Children will learn: how it feels to be excluded or discriminated against Children should: be able to describe how this feels	Kindness
	Living in the Wilder World	Global community projects – Refugee Week Citizenship/British Values – sustainable Children will learn: about issues facing refugees, particularly in their local community Children should: produce materials for Refugee Week for the school Working together Children will learn: how they can work together to bring about change Children should: listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)	Honesty
Year 6	Core Themes	Skills and Learning Focus	Golden Values
Autumn	Health and Well being	Self confidence – valuing others Citizenship/British Values – financial capability, rights and responsibilities Children will learn: about taking on more personal responsibility Children should: be able to demonstrate how their actions affect others	Respect

PATHS Unit 1 Getting back into PATHS	Relationships	Conflict resolution Emotional Health Children will learn: about how to deal with conflicts as they arise Children should: be able to suggest strategies for handling conflict be able to recognise and manage 'dares' be able to recognise how "peer acceptance" may be influential in their actions and behaviours Secrets and dilemmas Healthy and safe Children will learn: about handling moral dilemmas and when to tell Children should: show understanding through roleplay or other	Kindness
Year 6 Unit 2 Study and organisational skills	Living in the Wilder World	Citizenship – sense of community Children will learn: more about people in their community Children should: be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc. Money and Me Citizenship/British Values – financial capability, rights and responsibilities, world of work Children will learn: about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment about enterprise and the skills that make someone 'enterprising'	Honesty
Spring PATHS Unit 3	Health and Well being	Drug education Healthy and safe Children will learn: effects and risks of drugs and the consequence of use Children should: be able to describe effects and risks, understand consequences of drug use and know where to go for help	Respect
Conflict resolution	Relationships	Arguments and families Emotional Health Children will learn: about how families behave Children should: recognise that reaching positive solutions usually involves negotiation and compromise Strong emotions Emotional Health Children will learn: what is appropriate and inappropriate Children should: recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them be able to express what is meant to be in charge	Kindness
	Living in the Wilder World	Democracy and decisions Citizenship/British Values Children will learn: about government and parliament Children should: show understanding via letter writing	Honesty Do we always believe what we are told?
Summer PATHS Unit 4A and 4B Respect	Health and Well being	Sex and relationship education – what do we mean by love? Healthy and safe Emotional Health Children will learn: that there is nothing that they should be afraid to ask about that there are some cultural practices that are against British law and universal human rights such as female genital mutilation Children should: explore questions about SRE Moving on Healthy and safe Emotional Health Citizenship/British Values – rights and responsibilities Children will learn: about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement Children should: be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones;	Respect
	Relationships	Sex and relationship education – what do we mean by love? Healthy and safe Children will learn: about parenting and love Children should: appreciate there are different types of love e.g. parental love, partner	Kindness

PATSH Unit 5 Endings and Transitions		love, friendship love etc. be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to Racism and its consequences Values – diversity and equal opportunities Children will learn: about aggressive behaviour Children should: understand about bullying and racism	
	Living in the Wilder World	Celebration – supporting each other Citizenship/British Values – sense of community Healthy and safe Children will learn: about the people who are responsible for helping them stay healthy and safe and ways that they can help these people about supporting each other Appreciation Friendship Unity 47 Children should: produce a Year 4 resource Racism and its consequences Values – diversity and equal opportunities Children will learn: that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong Children should: understand about bullying and racism	Honesty