



*St James Church of England Primary School*

# St James Spirit Long-Term Plan [Year 6]:



**St James C.E Primary School**

## Transferrable Concepts developed through our St James Spirit Curriculum:









<u>Identity</u>	<u>Relationships</u>	<u>Healthy and Balanced Lifestyle</u>	<u>Risk and Safety</u>	<u>Diversity and Equality</u>	<u>Rights, Responsibilities and Consent</u>	<u>Change and Resilience</u>	<u>Career</u>

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online. This also incorporates the development of their own faith or life view, their own beliefs and values).
2. **Relationships** (including different types and in different settings, including online. Also, this is in a spiritual sense, with ourselves, others, the world and with God).
3. A **healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the *Equality Act 2010*).
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts).
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
8. **Career** (including enterprise, employability and economic understanding).

All of the concepts above are rooted in our commitment to nurturing the spirituality of everyone in our school community. (See developing spirituality at St James document).

## St James Spirit – Year 6 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Christian Value 24/25</i>	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
<i>Christian Value 25/26</i>	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
<i>Cross-Curricular Links</i>	Please visit our class overview to see the range of cross-curricular links across our curriculum. This occurs in a range of subjects including English texts, R.E, P.E, Science Curriculum – just to name a few!					
<i>Events Celebrated in School</i>	<p><u>International Day of Charity</u> [5th September 2024]</p> <p><u>Get HeartSmart Launch Day</u> [6th September 2024]</p> <p><u>Democracy Day</u> [13th September 2024]</p> <p><u>European Day of Languages</u> [26th September 2024]</p> <p><u>World Homeless Day</u> [10th October 2024]</p> <p><u>Black History Month</u> [Throughout October 2024]</p> <p><u>Sukkot</u> [16th October- 23rd October]</p> <p><u>Keeping Safe Week</u> [14th October-18th October 2024]</p>	<p><u>Duwali</u> [1st November 2024]</p> <p><u>Bonfire Night</u> [5th November 2024]</p> <p><u>Remembrance Day</u> [11th November 2024]</p> <p><u>COP29</u> [11th November- 24th November 2024]</p> <p><u>Anti-Bullying Week including World Kindness Day</u> [11th - 17th November 2024]</p> <p><u>Advent</u> [30th November - 24th December 2024]</p>	<p><u>World Religion Day</u> [19th January 2025]</p> <p><u>Holocaust Memorial Day</u> [27th January 2025]</p> <p><u>Lunar New Year</u> [29th January 2025]</p> <p><u>Children's Mental Health Awareness Week</u> [3rd -9th February 2025]</p> <p><u>Safer Internet Day</u> [11th February 2025]</p> <p><u>Climate Coalition 'Show the Love' Campaign</u> [Throughout February 2025]</p>	<p><u>British Science Week</u> [7-16th March 2025]</p> <p><u>World Book Day</u> [6th March 2025]</p> <p><u>Ramadan</u> [1st March-30th March 2025]</p> <p><u>Holi</u> [14th March 2025]</p> <p><u>Young Carers' Action Day</u> [16th March 2025]</p> <p><u>World Maths Day</u> [23rd March 2025]</p>	<p><u>World Art Day</u> [15th April 2025]</p> <p><u>St George's Day</u> [23rd April 2025]</p> <p><u>World Earth Day</u> [22nd April 2025]</p> <p><u>Christian Aid Weeks</u> [11th May - 17th May 2025]</p> <p><u>World Cultural Diversity Day</u> [21st May 2025]</p>	<p><u>World Oceans Day</u> [8th June 2025]</p> <p><u>World Environment Day</u> [5th June 2025]</p> <p><u>Refugee Week</u> [15th June - 21st June 2025]</p> <p><u>World Music Day</u> [21st June 2025]</p> <p><u>STEM Week</u> [30th June - 4th July 2025]</p> <p><u>Annual Careers Week</u> [14th-18th July 2025]</p> <p><u>Transition Month</u> [Throughout July 2025]</p>
<i>Religious Events</i>	Throughout the year, we follow the events in the Calendar of the Christian Church, using Roots and Fruits for worship. Y6 will visit 'Liverpool Cathedral' as part of the programmes of study for Religious Education. This is in addition to their 'Gifts of Gold' acts of courageous advocacy.					

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Focus British Value</b>	Democracy	Mutual Respect	Rule of Law	Tolerance of Other Faiths and Beliefs	Individual Liberty
<b>HeartSmart High Five</b> 	<i>Don't Forget to Let Love in</i> (Learning how important, valued and loved we are).	<i>Too Much Selfie Isn't Healthy</i> (Exploring the importance of others and how to love them well).	<i>Don't Hold on to What's Wrong</i> (Understanding how to process negative emotions and choose forgiveness to restore relationships).	<i>Fake is a Mistake</i> (Unpacking how to bravely communicate truth and be proud of who we are).	<i>No Way Through, Isn't True</i> (Knowing there is a way through every situation, no matter how impossible it may seem).
Across the Unit			Module 5 Financial Risks <u>Money Mentors</u>	Module 5 Financial Risks <u>Money Mentors</u>	Module 6 Money Risks <u>Money Mentors</u>
Session 1 	Pre-Unit Assessment HeartSmart L1. Revisit 'The St James Way.'	Pre-Unit Assessment HeartSmart L1. Revisit 'The St James Way.'	Pre-Unit Assessment HeartSmart L1. Revisit 'The St James Way.'	Pre-Unit Assessment HeartSmart L1. Revisit 'The St James Way.'	Pre-Unit Assessment HeartSmart L1. Revisit 'The St James Way.'
Session 2 	HeartSmart L2. Democracy - What is the separation of power?	HeartSmart L2. Mutual Respect - How can we show respect in the community?	HeartSmart L2. Rule of Law - What are human rights?	HeartSmart L2. Tolerance Other Cultures and Religions - How can we explore and challenge prejudice?	HeartSmart L2. Individual Liberty - What is freedom of speech, thought and actions?
Session 3 	CW RSE Lesson 1.	Drugs, Alcohol and Tobacco Lesson 3	CW RSE Lesson 2.	CW RSE Lesson 3.	CW RSE Lesson 4
Session 4 	HeartSmart L3. No Outsiders - A Day in the Life in Marlon Bundo.	HeartSmart L3. No Outsiders - The Only Way is Badger.	HeartSmart L3. No Outsiders - King of the Sky.	HeartSmart L3. No Outsiders - The Island.	HeartSmart L3. No Outsiders - Introduce Teddy.
Session 5 	HeartSmart L4 NOS (Self-Image and Identity)	HeartSmart L4 NOS (Online bullying)	HeartSmart L4 NOS (Health, Wellbeing and Lifestyle)	HeartSmart L4 NOS (Privacy and security)	HeartSmart L4 Share Computing Book (Troll Stinks, Online relationship, The Internet Is Like a Puddle).
Session 6 	HeartSmart L5. P4C Session	HeartSmart L5. Rainbow Leaders	HeartSmart L5. P4C Session	HeartSmart L5. Rainbow Leaders	HeartSmart L5. P4C Session
Session 7 	HeartSmart L6. Post-Unit Assessment  •Whole School Safety Week•	HeartSmart L6. Post-Unit Assessment	HeartSmart L6. Post-Unit Assessment	HeartSmart L6. Post-Unit Assessment	HeartSmart L6. Post-Unit Assessment

## Year 6 HeartSmart Content:

A HeartSmart lesson is taught once per week. Across the year, the following transferrable concepts are covered through HeartSmart lessons in Year 6. **Identity, relationships, healthy and balanced lifestyle, risk and safety, diversity and equality, rights, responsibilities and consent, change and resilience, and career.**

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>GET HEARTSMART</b>	<b>Get HEARTSMART</b> Introduction to HeartSmart  HS FILM R&HE - CF1, CF3, MW1 PSHE - H2,R2	<b>Powerful Poses</b> Demonstrate that our body language can be used to help us feel more powerful  ACTIVITY R&HE - RR4, MW6 PSHE - H6	<b>Stone Trainers</b> Comparing our hearts to trainers - how do we keep our hearts soft but strong  WORKSHEET R&HE - MW1, MW3, MW4 PSHE - H1	<b>Secret Scenarios</b> Recognising when it is right to keep a secret and when a secret should be shared  DISCUSSION R&HE - BS2, BS5 PSHE - R9, H14	<b>Tying the Knot</b> Recognising the importance of commitment in marriage  ACTIVITY R&HE - F5 PSHE - R5	<b>Healthy Food, Healthy Heart</b> Learning about the Eatwell plate and how to plan a healthy meal  ACTIVITY R&HE - HE2 PSHE - H3	<b>Get HEARTSMART Reflection</b> What we have learned about Get HEARTSMART  WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
<b>DON'T FORGET TO LET LOVE IN!</b>	<b>Don't Forget to Let Love in!</b> Introduction to the 1st HeartSmart principle  HS FILM R&HE - RR4, MW1 PSHE - H1, R2	<b>What are you worth?</b> Working out what we are worth  ACTIVITY R&HE - RR4 PSHE - H5	<b>People say I am</b> Encouraging one another with kind and positive words & accepting the words spoken about us  ACTIVITY R&HE - CF3 PSHE - H5	<b>Thumbs Up</b> Recalling significant events and people in our lives so far  ACTIVITY R&HE - F1, F3, CF1 PSHE - R4	<b>Gratitude jar</b> Thinking of things we are grateful for each week  ACTIVITY R&HE - MW1 PSHE - H1	<b>Signs to Spot</b> Identifying early signs of illness  ACTIVITY R&HE - HP1 PSHE - N/A	<b>Don't Forget to Let Love in Reflection</b> What we have learned about Don't Forget to Let Love in!  WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
<b>TOO MUCH SELFIE ISN'T HEALTHY!</b>	<b>Too Much Selfie isn't Healthy!</b> Introduction to the 2nd HeartSmart principle  HS FILM R&HE - CF2, CF3 PSHE - R1, R2	<b>All the Same, All Different</b> Demonstrating ways we are different and ways we are the same  GAME R&HE - CF3, RR1, RR5 PSHE - L11,R13	<b>Listen up!</b> Practising being a good listener  ACTIVITY R&HE - CF4, RR1 PSHE - R10	<b>You go before me</b> Thinking of ways the generations before us have overcome challenges that we benefit from  ACTIVITY R&HE - RR5 PSHE - L11	<b>Growing together</b> Considering ways we can be a good friend and support one another  ACTIVITY R&HE - CF2, CF3 PSHE - R10	<b>Social media - good or bad?</b> Discussing the benefits and dangers of social media  DISCUSSION R&HE - ISH2, ISH3, ISH4 PSHE - H22,H24	<b>Too Much Selfie isn't Healthy Reflection</b> What we have learned about Too Much Selfie isn't Healthy!  WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>DON'T HOLD ON TO WHAT'S WRONG</b>	<p><b>Don't Hold on to What's Wrong</b> Introduction to the 3rd HeartSmart principle</p> <p>HS FILM R&amp;HE - CF4, RR2 PSHE - H1</p>	<p><b>Work it Out</b> Developing strategies to resolve conflict and disputes</p> <p>ACTIVITY R&amp;HE - CF4, RR2 PSHE - R12</p>	<p><b>Power of Forgiveness</b> - <b>Jimmy Mizen's parents</b> Discussing how we benefit when we choose to forgive others</p> <p>DISCUSSION R&amp;HE - MW1 PSHE - R12</p>	<p><b>Way to Say</b> Exploring how our tone and body language communicates more than our words</p> <p>ACTIVITY R&amp;HE - RR2, OR1 PSHE - R2</p>	<p><b>Bit by Bit</b> Discussing how to build trust between friends</p> <p>ACTIVITY R&amp;HE - CF2, CF5 PSHE - R9, R21</p>	<p><b>Deep Impact</b> Considering the impact of bullying</p> <p>ACTIVITY R&amp;HE- RR6, MW8 PSHE - R14</p>	<p><b>Reflection</b> What we have learned about</p> <p>WORKSHEET R&amp;HE - CF4, RR2 PSHE - H1, H7</p>
<b>FAKE IS A MISTAKE</b>	<p><b>Fake is a Mistake!</b> Introduction to the 4th HeartSmart principle</p> <p>HS FILM R&amp;HE - CF2 PSHE - R2</p>	<p><b>This is Me!</b> Being proud of who we are</p> <p>DISCUSSION R&amp;HE - N/A PSHE - H6, H7, R16</p>	<p><b>HeartSmart Self-Talk</b> Catching negative self-talk and replacing it with positive self-talk</p> <p>DISCUSSION R&amp;HE - MW1 PSHE - H1, H6, H7</p>	<p><b>Boundaries for Respect</b> Learning how to use boundaries to establish respectful friendships</p> <p>ACTIVITY R&amp;HE - BS1, RR2 PSHE - R3, R10, R18</p>	<p><b>Vaccines - Facts vs Fake News!</b> Finding out facts about vaccinations</p> <p>ACTIVITY R&amp;HE - HP6, ISH6 PSHE -</p>	<p><b>Fix it, Find out, Fit in!</b> Find out facts about legal and illegal substances and their risks</p> <p>ACTIVITY R&amp;HE - DAT1 PSHE - H17</p>	<p><b>Fake is a Mistake Reflection</b> What we have learned about Fake is a Mistake!</p> <p>WORKSHEET R&amp;HE - CF2 PSHE - R2</p>
<b>'NO WAY THROUGH', ISN'T TRUE</b>	<p><b>'No Way Through' isn't True!</b> Introduction to the final HeartSmart principle</p> <p>HS FILM R&amp;HE - MW2 PSHE - H6, H7</p>	<p><b>The Bridge to Yet</b> Demonstrating that 'No Way Through' isn't True!</p> <p>ACTIVITY R&amp;HE - MW3 PSHE-H1, H5, H7</p>	<p><b>Self-awareness</b> Thinking about how we are feeling, why we feel that way and what we need</p> <p>ACTIVITY R&amp;HE - MW1, MW3, MW4 PSHE - H2, H16</p>	<p><b>Hearts Filled with Hope</b> Looking at the power of Hope and how it can keep us going</p> <p>ACTIVITY R&amp;HE - MW4 PSHE - H1, H7</p>	<p><b>Where the Magic Happens</b> Learning to step out of our comfort zones</p> <p>ACTIVITY R&amp;HE - MW4 PSHE - H8, H9</p>	<p><b>Under Construction - the teenage brain!</b> How the brain changes during puberty</p> <p>ACTIVITY R&amp;HE - CAB1 PSHE - H13</p>	<p><b>'No Way Through' isn't True Reflection</b> What we have learned about 'No Way Through' isn't True!</p> <p>WORKSHEET R&amp;HE - MW2 PSHE - H6, H7</p>



## Year 6 National Online Safety Content:

All online safety lessons are taught across the Key Stage and repeated to support retrieval and application of knowledge. Resources are used from the National Online Safety Programme, with lessons taught based upon the emerging needs of the children. Across the year, the following transferrable concepts are covered through online safety lessons: **identity**, **relationships**, **healthy and balanced lifestyle** and **risk and safety**.



## Year 6 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
<b>Self-image &amp; Identity</b>	<p>I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help online and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>	<p>Lesson 1 – Challenging stereotypes</p> <p>Lesson 2 – Managing online situations</p> <p>Lesson 3 – Giving online safety advice</p>
<b>Online Relationships</b>	<p>I can explain how sharing something online may have an impact either positively or negatively.</p> <p>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>I can describe how things shared privately online can have unintended consequences for others, for example screen-grabs.</p> <p>I can explain that taking or sharing inappropriate images of someone, for example embarrassing images, even if they say it is okay, may have an impact for the sharer and others. I can also explain who can help if someone is worried about this.</p>	<p>Lesson 1 – Sharing photos of others</p> <p>Lesson 2 – To share or not to share?</p> <p>Lesson 3 – My digital footprint</p>
<b>Online Reputation</b>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their digital personality and online reputation, including degrees of anonymity.</p>	<p>Lesson 1 – Protecting my online reputation</p> <p>Lesson 2 – Creating a positive online presence</p> <p>Lesson 3 – My profile</p>
<b>Online Bullying</b>	<p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone could report online bullying in different contexts.</p>	<p>Lesson 1 – Screenshot and screenshots</p> <p>Lesson 2 – Reporting online bullying</p> <p>Lesson 3 – The impact of online bullying</p>

Lesson Plan Title	Objectives	Lessons
<b>Managing Online Information</b>	<p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can explain how to use search technologies effectively.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can explain how and why some people may present opinions as facts, and why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online, for example advertising, ad targeting and targeting for fake news.</p> <p>I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p> <p>I can demonstrate how to analyse and evaluate the validity of facts and information, and I can explain why using these strategies is important.</p> <p>I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>I can describe the difference between online misinformation and disinformation.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen, for example the sharing of misinformation or disinformation.</p> <p>I can identify, flag and report inappropriate content.</p>	<p>Lesson 1 – Persuasion and adverts</p> <p>Lesson 2 – Fake news detective</p> <p>Lesson 3 – Writing fake news</p>
<b>Health, Wellbeing &amp; Lifestyle</b>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how and when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>Lesson 1 – Being healthy with technology</p> <p>Lesson 2 – Persuasive design online</p> <p>Lesson 3 – Pressure and technology</p>
<b>Privacy &amp; Security</b>	<p>I can describe effective ways people can manage passwords, for example storing them securely or saving them in the browser.</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, for example auto updates.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p>	<p>Lesson 1 – Managing passwords</p> <p>Lesson 2 – Real or fake?</p> <p>Lesson 3 – Phishing</p>
<b>Copyright &amp; Ownership</b>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to, and acknowledge, sources I have used from the internet.</p>	<p>Lesson 1 – Copyright presentations</p> <p>Lesson 2 – Referencing</p> <p>Lesson 3 – Bibliographies</p>



## Year 6 Sex and Relationships Education Content:

Sex Education is taught using resources from the Christopher Winter Project. Across the year, the following transferrable concepts that are covered throughout lessons in Year 6 are: **identity**, **relationships**, **healthy and balanced lifestyle**, **risk and safety** and **rights, responsibilities and consent**.

\*Guidance from the Department of Education state that parents have the right to withdraw their child from these sessions.

Year 6

### Puberty, Relationships and Reproduction Key Stage 2

## Scheme of Work

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Health Education</b> Mental wellbeing (6c, 6d, 6f, 6g, 6i, 6j) Changing Adolescent body (8a, 8b)	<b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 <a href="#">Puberty and Reproduction</a>	<a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a>  <b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a>
<b>Relationships Education</b> Families and people who care for us (1a, 1b, 1d, 1f) Caring friendships (2a, 2b, 2c) Respectful relationships 3b, 3d, 3h) Being safe (5a, 5b, 5c, 5d, 5e)	<b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 <a href="#">Communication in Relationships</a>	<a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a>
<b>Relationships Education</b> Families and people who care for us (1c, 1d, 1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	<b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 <a href="#">Families, Conception and Pregnancy</a>	<a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed  <b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a>
<b>Relationships Education</b> Online relationships (4a, 4b, 4c, 4d, 4e) Being safe (5a, 5b, 5d, 5e, 5g, 5h) Mental wellbeing (6h, 6i)	<b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 <a href="#">Online Relationships</a>	<a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a>  <b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>

resources

## Progression of British Values at St James C.E Primary School:

The following lessons are discretely taught through our St James Spirit Curriculum and collective worship, to deliver progressive content in relation to the five core British Values. This is then supplemented by a programme of activities and opportunities, delivered through our wider Rainbow Curriculum.

Each British Value has a focus for one half-term, with the Tolerance of Those with Different Faiths and Beliefs delivered twice to meet the needs of our school community.

P	Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance of Those with Different Faiths and Beliefs
EYFS	D Making decisions.	RL Right and Wrong.	IL You and Me: Similarities and Differences.	M How to share.	I Friends, Friendship and Friendliness.
Year 1	D1 Our School Council.	RL1 Class Rules.	IL1 Respecting Myself.	M1 Respecting Others.	I1 Similarities and Differences.
Year 2	D2 Our Governing Body.	RL2 School Rules.	IL2 Wonderful Me: I Am Unique.	M2 How to deal with disagreements.	I2 The meaning of tolerance.
Year 3	D3 St Helens Council.	RL3 What is the Rule of Law?	IL3 Who am I? Personality, Talents and Abilities.	M3 How to show respect to others.	I3 Faith and Belief in the UK.
Year 4	D4 The Origins of Democracy and Other Systems of Governance.	RL4 What are Rights and Responsibilities?	IL4 My Values, Needs and Wants.	M4 Self-respect.	I4 Challenging Stereotypes.
Year 5	D5 UK Parliament and Voting Systems.	RL5 Law Making and Enforcing.	IL5 Body, Image and the Media.	M5 Showing Respect Online.	I5 Challenging Discrimination.

Year 6	D6 The Separation of Power: The Executive and the Judiciary.	RL6 Human Rights.	IL6 Freedom of Speech, Thought and Action.	M6 Respect in the Community.	I6 Challenging Prejudice.
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### **No Outsiders at St James C.E Primary School:**

The following books are shared once per unit of work through our St James Spirit Curriculum and programme of Collective Worship.

Each book has a clear learning aim and is taught to supplement our teaching of both British and Christian Values.

Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<i>Reception</i>	Blue Chameleon <u>Aim:</u> I can make a new friend.		Mommy, Mama and Me. <u>Aim:</u> I can celebrate my family.		The Family Book <u>Aim:</u> I can understand that all families are different.
<i>Year 1</i>	Elmer. <u>Aim:</u> I like the way I am.	My World Your World. <u>Aim:</u> I share the world with lots of people.	Errol's Garden. <u>Aim:</u> I know how to work together.	Want to play trucks? <u>Aim:</u> I can find ways to play together.	Hair, It's a Family Affair. <u>Aim:</u> I can say what I am proud of.
<i>Year 2</i>	All Are Welcome. <u>Aim:</u> I know why we belong.	Can I join your club? <u>Aim:</u> I know how to work with different people.	Amazing. <u>Aim:</u> I know what makes a good friend.	What the Jackdaw saw? <u>Aim:</u> I can communicate in different ways.	How to be a Lion. <u>Aim:</u> I know how to have self-confidence.
<i>Year 3</i>	Beegu. <u>Aim:</u> I know to be welcoming.	This is Our House. <u>Aim:</u> I know what discrimination means.	We're All Wonders. <u>Aim:</u> I know what a bystander is.	The Hueys in the New Jumper. <u>Aim:</u> I can recognise and help an outsider.	The Truth About Old People. <u>Aim:</u> I can recognise stereotypes.
<i>Year 4</i>	Red: A Crayon's Story. <u>Aim:</u> I can be proud of who I am.	Aalfred and Aalbert. <u>Aim:</u> I can find common ground.	When Sadness Comes to Call. <u>Aim:</u> I can look after my mental health.	Along Came Different. <u>Aim:</u> I can help someone to accept their differences.	Julian Is a Mermaid. <u>Aim:</u> I can show acceptance.

<p><u>Year 5</u></p>	<p><u>The Girls.</u>  <u>Aim:</u> I can explore friendship.</p>	<p><u>Kenny Lives with Erica and Martina.</u>  <u>Aim:</u> I can consider consequences.</p>	<p><u>How to Heal a Broken Wing.</u>  <u>Aim:</u> I can recognise when someone needs help.</p>	<p><u>Mixed.</u>  <u>Aim:</u> I can consider responses to racist behaviour.</p>	<p><u>And Tango Makes Three.</u>  <u>Aim:</u> I can exchange dialogue and express an opinion.</p>
<p><u>Year 6</u></p>	<p><u>A Day in the Life in Marlon Bundo.</u>  <u>Aim:</u> I can consider democracy.</p>	<p><u>The Only Way is Badger.</u>  <u>Aim:</u> I can consider language and freedom of speech.</p>	<p><u>King of the Sky.</u>  <u>Aim:</u> I can consider responses to immigration.</p>	<p><u>The Island.</u>  <u>Aim:</u> I can consider causes of racism.</p>	<p><u>Introduce Teddy.</u>  <u>Aim:</u> I can show acceptance.</p>