



St James Church of England Primary School

St James Spirit Long-Term Plan [Year 2]:



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 2 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> Please find the range of events celebrated across the academic year. These will include whole school projects, trips, visits, experiences or acts of collective worship.	<u>International Day of Charity</u> [5th September 2024]. <u>Democracy Day</u> [15th September 2024]. <u>European Day of Languages</u> [26th September 2024]. <u>World Homeless Day</u> [10th October 2024]. <u>Black History Month</u> [Throughout October 2024]. <u>Subbot</u> [16th October- 23rd October]. <u>Keeping Safe Week</u> [14th October-18th October 2024].	<u>Duwali</u> [1st November 2024]. <u>Bonfire Night</u> [5th November 2024]. <u>Remembrance Day</u> [11th November 2024]. <u>COP29</u> [11th November- 24th November 2024]. <u>Anti-Bullying Week including World Kindness Day</u> [11th – 17th November 2024]. <u>Advent</u> [30th November – 24th December 2024].	<u>World Religion Day</u> [19th January 2025]. <u>Holocaust Memorial Day</u> [27th January 2025]. <u>Lunar New Year</u> [29th January 2025]. <u>Children's Mental Health Awareness Week</u> [3rd -9th February 2025]. <u>Safer Internet Day</u> [11th February 2025]. <u>Climate Coalition 'Show the Love' Campaign</u> [Throughout February 2025].	<u>British Science Week</u> [7-16th March 2025]. <u>World Book Day</u> [6th March 2025]. <u>Ramadan</u> [1st March-30th March 2025]. <u>Holi</u> [14th March 2025]. <u>Young Carers' Action Day</u> [16th March 2025]. <u>World Maths Day</u> [23rd March 2025].	<u>World Art Day</u> [15th April 2025]. <u>St George's Day</u> [23rd April 2025]. <u>World Earth Day</u> [22nd April 2025]. <u>Christian Aid Weeks</u> [11th May - 17th May 2025]. <u>World Cultural Diversity Day</u> [21st May 2025].	<u>World Oceans Day</u> [8th June 2025]. <u>World Environment Day</u> [5th June 2025]. <u>Refugee Week</u> [15th June – 21st June 2025]. <u>World Music Day</u> [21st June 2025]. <u>STEM Week</u> [30th June – 4th July 2025]. <u>Annual Careers Week</u> [14th-18th July 2025]. <u>Transition Month</u> [Throughout July 2025].
<i>Religious Events</i>	Throughout the year, we follow the events in the Calendar of the Christian Church, using Roots and Fruits for worship. Y2 will visit a range of churches 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
Focus: British Value	Democracy	Mutual Respect	Rule of Law	Tolerance of Other Faiths and Beliefs	Individual Liberty
HeartSmart High Five 	<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).
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 our governing body?	HeartSmart L2. Mutual Respect - How can I deal with disagreements?	HeartSmart L2. Rule of Law - What are the school rules?	HeartSmart L2. Tolerance Other Cultures and Religions - What is the meaning of tolerance?	HeartSmart L2. Individual Liberty - Why am I unique?
Session 3 	CW RSE Lesson 1.	Drugs, Alcohol and Tobacco Lesson 2	CW RSE Lesson 2.	Drugs, Alcohol and Tobacco Lesson 3	CW RSE Lesson 3
Session 4 	HeartSmart L3. No Outsiders - All Are Welcome.	HeartSmart L3. No Outsiders - Can I join your club?	HeartSmart L3. No Outsiders - Amazing.	HeartSmart L3. What the Jackdaw saw?	HeartSmart L3. No Outsiders - How to be a Lion.
Session 5 	HeartSmart L4 NOS (Self Image and Identity).	HeartSmart L4 NOS (Online bullying)	HeartSmart L4 NOS (Online relationship).	HeartSmart L4 NOS (Privacy and security).	HeartSmart L4 Share Computing Book (Penguin Pig).
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

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Year 2 HeartSmart Content:

A HeartSmart lesson is taught once per week. Across the year, the following transferrable concepts are covered through HeartSmart lessons in Year 2. **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
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF1, CF3, MW1 PSHE - H2,R2	Powerful Poses Demonstrate that our body language can be used to help us feel more powerful ACTIVITY R&HE - RR4, MW6 PSHE - H6	Stone Trainers Comparing our hearts to trainers - how do we keep our hearts soft but strong WORKSHEET R&HE - MW1, MW3, MW4 PSHE - H1	Secret Scenarios Recognising when it is right to keep a secret and when a secret should be shared DISCUSSION R&HE - BS2, BS5 PSHE - R9, H14	Tying the Knot Recognising the importance of commitment in marriage ACTIVITY R&HE - F5 PSHE - R5	Healthy Food, Healthy Heart Learning about the Eatwell plate and how to plan a healthy meal ACTIVITY R&HE - HE2 PSHE - H3	Get HEARTSMART Reflection What we have learned about Get HEARTSMART WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1 PSHE - H1, R2	What are you worth? Working out what we are worth ACTIVITY R&HE - RR4 PSHE - H5	People say I am Encouraging one another with kind and positive words & accepting the words spoken about us ACTIVITY R&HE - CF3 PSHE - H5	Thumbs Up Recalling significant events and people in our lives so far ACTIVITY R&HE - F1, F3, CF1 PSHE - R4	Gratitude jar Thinking of things we are grateful for each week ACTIVITY R&HE - MW1 PSHE - H1	Signs to Spot Identifying early signs of illness ACTIVITY R&HE - HP1 PSHE - N/A	Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	All the Same, All Different Demonstrating ways we are different and ways we are the same GAME R&HE - CF3, RR1, RR5 PSHE - L11,R13	Listen up! Practising being a good listener ACTIVITY R&HE - CF4, RR1 PSHE - R10	You go before me Thinking of ways the generations before us have overcome challenges that we benefit from ACTIVITY R&HE - RR5 PSHE - L11	Growing together Considering ways we can be a good friend and support one another ACTIVITY R&HE - CF2, CF3 PSHE - R10	Social media - good or bad? Discussing the benefits and dangers of social media DISCUSSION R&HE - ISH2, ISH3, ISH4 PSHE - H22,H24	Too Much Selfie isn't Healthy Reflection 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
DON'T HOLD ON TO WHAT'S WRONG	<p>Lesson 1 Introduction to the 3rd HeartSmart principle</p> <p>HS FILM R&HE - CF4, RR2 PSHE - H2</p>	<p>That's what Friends are for (Shrek) Saying sorry and offering forgiveness between friends</p> <p>FILM CLIP R&HE - CF4 PSHE - R6</p>	<p>Balloon Spoons Demonstrating how holding onto unforgiveness can make us feel</p> <p>ACTIVITY R&HE - MW3, MW4 PSHE - H4</p>	<p>Let the Ouch Out Reflecting on helpful ways to deal with hurt</p> <p>WORKSHEET R&HE - MW7, MW9 PSHE - H4, H5</p>	<p>Traffic Lights Ways to handle negative emotion</p> <p>ACTIVITY R&HE - MW3, MW9 PSHE - H4, H13</p>	<p>Crumpled Hearts Demonstrating the consequences of teasing or bullying</p> <p>ACTIVITY R&HE - MW8, RR6, BS7 PSHE - R13, R14</p>	<p>Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out!</p> <p>WORKSHEET R&HE - CF1, CF2, CF3, CF4 & CF5 PSHE - H2</p>
FAKE IS A MISTAKE	<p>Fake is a Mistake! Introduction to the 4th HeartSmart principle</p> <p>HS FILM R&HE - CF2 PSHE - R1</p>	<p>Grains of Sand There never has and never will be another one of me</p> <p>ACTIVITY R&HE - N/A PSHE - L8</p>	<p>The Truth about Me Not all the thoughts we have about ourselves are true</p> <p>DISCUSSION R&HE - MW1, MW4 PSHE - R4, R12</p>	<p>Real is a Big Deal Discussing how different emotions feel</p> <p>WORKSHEET R&HE - MW2, MW3 PSHE - H4, R1</p>	<p>Nice to Meet You! Looking at ways to be polite when meeting others</p> <p>GAME R&HE - RR3 PSHE - R8</p>	<p>Sun Safe! Thinking of ways to stay safe in the sun</p> <p>ACTIVITY R&HE - HP2 PSHE - H1</p>	<p>Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake!</p> <p>WORKSHEET R&HE - CF2 PSHE - R1</p>
'NO WAY THROUGH', ISN'T TRUE	<p>'No Way Through' isn't True! Introduction to the final HeartSmart principle</p> <p>HS FILM R&HE - MW2 PSHE - H3, H4</p>	<p>Road signs Finding alternative solutions to problems</p> <p>ACTIVITY R&HE - MW2 PSHE - H3</p>	<p>Ways to Say Looking at seemingly impossible situations in different ways</p> <p>ACTIVITY R&HE - MW2, MW4 PSHE - H4</p>	<p>Rainbows from Rain Overcoming challenges and difficulties</p> <p>ACTIVITY R&HE - MW2, MW3 PSHE - H3</p>	<p>Imagine a Bright Future Imagining 'What if...' in a positive way</p> <p>ACTIVITY R&HE - MW1 PSHE - H1, H2</p>	<p>Energy Detectives Looking for signs of energy and thinking about ways to conserve it</p> <p>ACTIVITY R&HE - N/A PSHE - L1, L5</p>	<p>'No Way Through' isn't True Reflection Circle time - What we have learned about 'No Way Through' isn't True!</p> <p>WORKSHEET R&HE - MW2 PSHE - H3, H4</p>



Year 2 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 2 online safety lesson plans

Lesson Plan Title	Objectives	Lessons
Self-image & Identity	<p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	<p>Lesson 1 – What I want to look like online</p> <p>Lesson 2 – Risky situations online</p> <p>Lesson 3 – Giving advice</p>
Online Relationships	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email, online gaming, a pen-pal in another school/country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say, 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>Lesson 1 – How to ask permission</p> <p>Lesson 2 – Consent</p> <p>Lesson 3 – Consent and sharing online</p>
Online Reputation	<p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>Lesson 1 – My school</p> <p>Lesson 2 – My profile</p> <p>Lesson 3 – Speaking to trusted adults</p>
Online Bullying	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>Lesson 1 – What is bullying?</p> <p>Lesson 2 – How bullying makes someone feel</p> <p>Lesson 3 – Getting support</p>

Lesson Plan Title	Objectives	Lessons
Managing Online Information	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used, and I know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, made up or make believe and things that are true or real.</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>Lesson 1 – The main parts of a webpage</p> <p>Lesson 2 – Voice-activated searching</p> <p>Lesson 3 – True or not?</p>
Health, Wellbeing & Lifestyle	<p>I can explain simple guidance for using technology in different environments and settings (e.g. accessing online technologies in public places and the home environment).</p> <p>I can say how those rules/guides can help anyone accessing online technologies.</p>	<p>Lesson 1 – Using technology</p> <p>Lesson 2 – Following our technology rules</p> <p>Lesson 3 – Family rules</p>
Privacy & Security	<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>Lesson 1 – Keeping things private</p> <p>Lesson 2 – Stronger passwords</p> <p>Lesson 3 – The internet at home</p>
Copyright & Ownership	<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>	<p>Lesson 1 – Does it belong to me?</p> <p>Lesson 2 – Does it belong to them?</p> <p>Lesson 3 – Copying work and ownership</p>

Year 2 Sex and Relationships Education Content:

Year 2


Differences

Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>Lesson 1 Differences</p>	<p>2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies Suggested reading: <i>Pearl Power and the Toy Problem</i>, Mel Elliott <i>Julian is a Mermaid</i>, Jessica Love <i>Are you a boy or are you a girl</i>, Sarah Savage and Fox Fisher <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>
<p>Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults</p>	<p>Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p>Lesson 2 Male and Female Animals</p>	<p>Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals</p>
<p>Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females Name the different body parts</p>	<p>Lesson 3 Naming Body Parts</p>	<p>2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Suggested reading: <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>



resources

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.

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.

Year Group	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 Powers: The Executive and the Judiciary.	RL6 Human Rights.	IL6 Freedom of Speech, Thought and Action.	M6 Respect in the Community.	I6 Challenging Prejudice.

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 <i>Aim: I can make a new friend.</i>		Mommy, Mama and Me. <i>Aim: I can celebrate my family.</i>		The Family Book <i>Aim: I can understand that all families are different.</i>
<i>Year 1</i>	Elmer. <i>Aim: I like the way I am.</i>	My World Your World. <i>Aim: I share the world with lots of people.</i>	Errol's Garden. <i>Aim: I know how to work together.</i>	Want to play trucks? <i>Aim: I can find ways to play together.</i>	Hair, It's a Family Affair. <i>Aim: I can say what I am proud of.</i>
<i>Year 2</i>	All Are Welcome. <i>Aim: I know why we belong.</i>	Can I join your club? <i>Aim: I know how to work with different people.</i>	Amazing. <i>Aim: I know what makes a good friend.</i>	What the Jackdaw saw? <i>Aim: I can communicate in different ways.</i>	How to be a Lion. <i>Aim: I know how to have self-confidence.</i>
<i>Year 3</i>	Beegu. <i>Aim: I know to be welcoming.</i>	This is Our House. <i>Aim: I know what discrimination means.</i>	We're All Wonders. <i>Aim: I know what a bystander is.</i>	The Hueys in the New Jumper. <i>Aim: I can recognise and help an outsider.</i>	The Truth About Old People. <i>Aim: I can recognise stereotypes.</i>
<i>Year 4</i>	Red: A Crayon's Story. <i>Aim: I can be proud of who I am.</i>	Alfred and Albert. <i>Aim: I can find common ground.</i>	When Sadness Comes to Call. <i>Aim: I can look after my mental health.</i>	Along Came Different. <i>Aim: I can help someone to accept their differences.</i>	Julian Is a Mermaid. <i>Aim: I can show acceptance.</i>
<i>Year 5</i>	The Girls. <i>Aim: I can explore friendship.</i>	Kenny Lives with Erica and Martina. <i>Aim: I can consider consequences.</i>	How to Heal a Broken Wing. <i>Aim: I can recognise when someone needs help.</i>	Mixed. <i>Aim: I can consider responses to racist behaviour.</i>	And Tango Makes Three. <i>Aim: I can exchange dialogue and express an opinion.</i>
<i>Year 6</i>	A Day in the Life in Marlon Bundo. <i>Aim: I can consider democracy.</i>	The Only Way is Badger. <i>Aim: I can consider language and freedom of speech.</i>	King of the Sky. <i>Aim: I can consider responses to immigration.</i>	The Island. <i>Aim: I can consider causes of racism.</i>	Introduce Teddy. <i>Aim: I can show acceptance.</i>

