

Parish Spirit Long-Term Plan [Year 2]:



Parish C.E Primary School

Transferrable Concepts developed through our Parish 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 Parish document).

Parish Spirit – Year 2 Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|--|--|---|
| <u>Christian Value 22/23</u> | Faith (Through Wisdom) | Faith (Through Community) | Hope (Through Trust) | Hope (Through Courage) | Love (Through Generosity) | Love (Through Friendship) |
| <u>Christian Value 23/24</u> | Faith (Through Dignity) | Faith (Through Peace) | Hope | Hope (Through justice) | Love (Through Forgiveness) | Love (Through Compassion) |
| <u>British Value</u> | Democracy | Tolerance of Other Faiths and Beliefs | Mutual Respect | Rule of Law | Tolerance of Other Faiths and Beliefs | Individual Liberty |
| <u>Rainbow Promises</u> | Nurture Curiosity | British and Christian Values | Resilience and Perseverance | Well-being and Health | Articulate Learners | Influence Aspirations |
| <u>HeartSmart Theme</u> | Get HeartSmart | Don't Forget to Let Love in | Too Much Selfie Isn't Healthy | Don't Hold on to What's Wrong | Fake is a Mistake | No Way Through, Isn't True |
| | Introduction to HeartSmart | Learning how important, valued and loved we are | Exploring the importance of others and how to love them well | Understanding how to process negative emotion and choose forgiveness to restore relationships | Unpacking how to bravely communicate truth and be proud of who we are | Knowing there is a way through every situation no matter how impossible it may seem |
| <u>Cross-Curricular Links</u> | P.E (Ball skills and Fundamentals). R.E (The Bible. Why is it such a special book? Christmas. Why was the birth of Jesus such good news?) | P.E (Invasion Games and Gymnastics). R.E (The Bible. Why is it such a special book? Christmas. Why was the birth of Jesus such good news?). | P.E (Dance and OAA) Science (The Human Body: The 5 Senses). R.E (Jesus friend to everyone. How do symbols help us to understand the story?). | P.E (Team Building and Yoga). R.E (Jesus friend to everyone. How do symbols help us to understand the story?). | P.E (Net and Wall and Athletics). R.E (What happened at ascension and Pentecost? Why is the church a special place for Christians?). Science (Living Things and Their Needs). | P.E (Striking and Fielding and Zumba). R.E (Why is Baptism Special? My World, Your World). |
| <u>Whole School Events</u> [Whole school assembly and reflection]. <u>[Subject specific activities planned by Subject Champion].</u> | <u>World First Aid Day.</u> [11th September]. <u>Democracy Day.</u> [10th September]. <u>European Day of Languages</u> [26th September] <u>Sukkot.</u> [20th - 27th September] <u>World Homeless Day.</u> [10th October]. <u>Mawlid al-Nabi.</u> [18th - 19th October] <u>Diwali.</u> [24th October]. <u>Black History Month</u> [Throughout October] | <u>UK Parliament Week</u> [1st - 7th November] <u>Bonfire Night.</u> [5th November] <u>World Science Day</u> [10th November] <u>Remembrance Day.</u> [11th November] <u>Anti-Bullying Week</u> [14th - 18th November]. <u>St Andrew's Day.</u> [30th November] <u>Hanukkah.</u> [18th - 26th December]. <u>Qatar World Cup</u> [21st November - 18th December]. | <u>World Religion Day</u> [16th January]. <u>Chinese New Year.</u> [22nd January]. <u>Holocaust Memorial Day.</u> [27th January] <u>NSPCC Number Day</u> [4th February]. <u>Safer Internet Day</u> [7th February]. | <u>Fairtrade Fortnight.</u> [22nd February] <u>World Book Day</u> [2nd March]. <u>International Women's Day.</u> [8th March] <u>World Maths Day</u> [14th March] <u>St Patrick's Day.</u> [17th March] <u>Holi</u> [18-19th March] <u>World Autism Day.</u> [2nd April] | <u>Ramadan.</u> [22nd March - 21st April] <u>World Art Day</u> [15th April] <u>St George's Day.</u> [23rd April]. <u>School Safety Week.</u> [1st May]. <u>Christian Aid Week.</u> [15th May - 21st May]. <u>World Cultural Diversity Day</u> [21st May]. | <u>World Environment Day.</u> [5th June] <u>World Music Day</u> [21st June] <u>Careers Week.</u> [11th July] <u>Transition Month.</u> [Throughout July]. |

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, and change and resilience.**

| 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 - CF3, MW1 PSHE - H2,R2 | Power Plus Describing how we can use our power in positive and negative ways ACTIVITY R&HE - CF3 PSHE - L1 | Heart Decisions Considering the reputations we would like to have ACTIVITY R&HE - CF2, MW4 PSHE - H2 | Bright Hearts What is in our hearts, is played out in our words and actions ACTIVITY R&HE - MW3, MW4 PSHE - H2 | Love Map Identifying special people and how they show us love WORKSHEET R&HE - F1, F3 PSHE - R9 | Boris Face Plate Creating a robot face from healthy foods ACTIVITY R&HE - HE2, HE3 PSHE - H1 | Get HEARTSMART Reflection Circle time - What we have learned about Get HEARTSMART WORKSHEET R&HE - CF3, MW1 PSHE - R2,R4 |
| 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 - R1, R4 | I am cubes Recognising and celebrating our strengths and ways in which we are all unique WORKSHEET R&HE - RR4 PSHE - H3 | Trash or Truth Learning to differentiate between the truths and lies that we hear or speak about ourselves ACTIVITY R&HE - RR4, RR5 PSHE - L3 | Meaning of my Name Writing an acrostic poem for your name by selecting words that describe you ACTIVITY R&HE - N/A PSHE - L8 | Boundin Discussion around how being thankful for what we have, changes our attitude FILM CLIP R&HE - MW6 PSHE - H3 | Heartbeat- Noting the difference in our heart rate after physical activity. Loving ourselves means looking after ourselves ACTIVITY R&HE - PH1, PH2, PH3 PSHE - H1 | Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1 |
| 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 | Spot the Difference Be aware of surroundings and the people around you ACTIVITY R&HE - CF1 PSHE - L4 | Secret Kindness Agents Looking for opportunities to do something kind for others ACTIVITY R&HE - CF3, RR2 PSHE - R4 | Everyday Heroes Thinking about people who look after us in our community ACTIVITY R&HE - RR1, RR5, BS8 PSHE - L10 | We all Fit Together Looking at how are we the same and how we are different ACTIVITY R&HE - RR1, RR5 PSHE - L9, R8 | HeartSmart on the Playground, HeartSmart Online Rules for keeping safe online WORKSHEET R&HE - OR2, OR3, OR5, ISH7 PSHE - H12, H14, H15 | Too Much Selfie isn't Healthy Reflection Circle time - 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 | Lesson 1 Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H2 | That's what Friends are for (Shrek) Saying sorry and offering forgiveness between friends FILM CLIP R&HE - CF4 PSHE - R6 | Balloon Spoons Demonstrating how holding onto unforgiveness can make us feel ACTIVITY R&HE - MW3, MW4 PSHE - H4 | Let the Ouch Out Reflecting on helpful ways to deal with hurt WORKSHEET R&HE - MW7, MW9 PSHE - H4, H5 | Traffic Lights Ways to handle negative emotion ACTIVITY R&HE - MW3, MW9 PSHE - H4, H13 | Crumpled Hearts Demonstrating the consequences of teasing or bullying ACTIVITY R&HE - MW8, RR6, BS7 PSHE - R13, R14 | Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF1, CF2, CF3, CF4 & CF5 PSHE - H2 |
| FAKE IS A MISTAKE | Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R1 | Grains of Sand There never has and never will be another one of me ACTIVITY R&HE - N/A PSHE - L8 | The Truth about Me Not all the thoughts we have about ourselves are true DISCUSSION R&HE - MW1, MW4 PSHE - R4, R12 | Real is a Big Deal Discussing how different emotions feel WORKSHEET R&HE - MW2, MW3 PSHE - H4, R1 | Nice to Meet You! Looking at ways to be polite when meeting others GAME R&HE - RR3 PSHE - R8 | Sun Safe! Thinking of ways to stay safe in the sun ACTIVITY R&HE - HP2 PSHE - H1 | Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R1 |
| 'NO WAY THROUGH', ISN'T TRUE | 'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H3, H4 | Road signs Finding alternative solutions to problems ACTIVITY R&HE - MW2 PSHE - H3 | Ways to Say Looking at seemingly impossible situations in different ways ACTIVITY R&HE - MW2, MW4 PSHE - H4 | Rainbows from Rain Overcoming challenges and difficulties ACTIVITY R&HE - MW2, MW3 PSHE - H3 | Imagine a Bright Future Imagining 'What if...' in a positive way ACTIVITY R&HE - MW1 PSHE - H1, H2 | Energy Detectives Looking for signs of energy and thinking about ways to conserve it ACTIVITY R&HE - N/A PSHE - L1, L5 | 'No Way Through' isn't True Reflection Circle time - What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H3, H4 |

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 | I can explain how other people may look and act differently online and offline. 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. | Lesson 1 – What I want to look like online Lesson 2 – Risky situations online Lesson 3 – Giving advice |
| Online Relationships | 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). I can explain who I should ask before sharing things about myself or others online. 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. 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. I can identify who can help me if something happens online without my consent. 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. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. | Lesson 1 – How to ask permission Lesson 2 – Consent Lesson 3 – Consent and sharing online |
| Online Reputation | I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect. | Lesson 1 – My school Lesson 2 – My profile Lesson 3 – Speaking to trusted adults |
| Online Bullying | I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help. | Lesson 1 – What is bullying? Lesson 2 – How bullying makes someone feel Lesson 3 – Getting support |

| 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:

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 2 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.

| <div> <div>Year 2</div> <div>Differences</div> <div>Key Stage 1</div> </div> | | | |
|---|---|--|--|
| Scheme of Work | | Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva | |
| Statutory Guidance Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body | Learning Intentions and Learning Outcomes 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 | Lesson Title Lesson 1 Differences | Resources 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 |
| Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults | 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 | Lesson 2 Male and Female Animals | Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals |
| Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body | 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 | Lesson 3 Naming Body Parts | 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 |

Progression of British Values at Parish C.E Primary School:

The following lessons are discretely taught through our Parish 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.

| <u>Year Group</u> | <u>Democracy</u> | <u>The Rule of Law</u> | <u>Individual Liberty</u> | <u>Mutual Respect</u> | <u>Tolerance of Those with Different Faiths and Beliefs</u> |
|--------------------------|---|--|--|---|--|
| <i>EYFS</i> | <u>D</u> Making decisions. | <u>RL</u> Right and Wrong. | <u>IL</u> You and Me: Similarities and Differences. | <u>M</u> How to share. | <u>I</u> Friends, Friendship and Friendliness. |
| <i>Year 1</i> | <u>D1</u> Our School Council. | <u>RL1</u> Class Rules. | <u>IL1</u> Respecting Myself. | <u>M1</u> Respecting Others. | <u>T1</u> Similarities and Differences. |
| <i>Year 2</i> | <u>D2</u> Our Governing Body. | <u>RL2</u> School Rules. | <u>IL2</u> Wonderful Me: I Am Unique. | <u>M2</u> How to deal with disagreements. | <u>T2</u> The meaning of tolerance. |
| <i>Year 3</i> | <u>D3</u> St Helens Council. | <u>RL3</u> What is the Rule of Law? | <u>IL3</u> Who am I? Personality, Talents and Abilities. | <u>M3</u> How to show respect to others. | <u>T3</u> Faith and Belief in the UK. |
| <i>Year 4</i> | <u>D4</u> The Origins of Democracy and Other Systems of Governance. | <u>RL4</u> What are Rights and Responsibilities? | <u>IL4</u> My Values, Needs and Wants. | <u>M4</u> Self-respect. | <u>T4</u> Challenging Stereotypes. |
| <i>Year 5</i> | <u>D5</u> UK Parliament and Voting Systems. | <u>RL5</u> Law Making and Enforcing. | <u>IL5</u> Body, Image and the Media. | <u>M5</u> Showing Respect Online. | <u>T5</u> Challenging Discrimination. |
| <i>Year 6</i> | <u>D6</u> The Separation of Power: The Executive and the Judiciary. | <u>RL6</u> Human Rights. | <u>IL6</u> Freedom of Speech, Thought and Action. | <u>M6</u> Respect in the Community. | <u>T6</u> Challenging Prejudice. |

No Outsiders at Parish C.E Primary School:

The following books are shared once per half-term, through our Parish 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.

| <u>Year Group</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|-------------------------|--|--|---|--|---|--|
| <u>Nursery</u> | You Choose <u>Aim:</u> I can choose what I like. | | Red Rockets and Rainbow Jelly <u>Aim:</u> It's ok to like different things. | | Hello, Hello. <u>Aim:</u> I can say hello. | |
| <u>Reception</u> | 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. | |
| <u>Year 1</u> | 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. | Going to the Volcano. <u>Aim:</u> I can join in with others. | Hair, It's a Family Affair. <u>Aim:</u> I can say what I am proud of. |
| <u>Year 2</u> | 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. | The Great Big Book of Families. <u>Aim:</u> I can understand what diversity is. | How to be a Lion. <u>Aim:</u> I know how to have self-confidence. |
| <u>Year 3</u> | Beegu. <u>Aim:</u> I know to be welcoming. | This is Our House. <u>Aim:</u> I know what discrimination means. | Planet Omar: Accidental Trouble Magnet. <u>Aim:</u> I know how to live-in Britain together. | 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. |
| <u>Year 4</u> | Dog's Don't Do Ballet. <u>Aim:</u> I can choose when to be assertive. | 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. |
| <u>Year 5</u> | The Girls. <u>Aim:</u> I can explore friendship. | Kenny Lives with Erica and Martina. <u>Aim:</u> I can consider consequences. | How to Heal a Broken Wing. <u>Aim:</u> I can recognise when someone needs help. | Rose Blanche. <u>Aim:</u> I can justify my actions. | Mixed. <u>Aim:</u> I can consider responses to racist behaviour. | And Tango Makes Three. <u>Aim:</u> I can exchange dialogue and express an opinion. |
| <u>Year 6</u> | A Day in the Life in Marlon Bundo. <u>Aim:</u> I can consider democracy. | Leaf. <u>Aim:</u> I can overcome fears about difference. | The Only Way is Badger. <u>Aim:</u> I can consider language and freedom of speech. | King of the Sky. <u>Aim:</u> I can consider responses to immigration. | The Island. <u>Aim:</u> I can consider causes of racism. | Introduce Teddy. <u>Aim:</u> I can show acceptance. |