



F2	AUTUMN 1	
	<u>Meet Your Brain</u>	Vocab: brain, Team H-A-P, new learning, Happy Breathing
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • New learning 	<u>End point</u> <ul style="list-style-type: none"> • To know that our brain is in our head • To know that our brain help us to think, talk and move • To know that we can help our brain to grow
	AUTUMN 2	
	<u>Celebrate</u>	Vocab: Character Strengths, Teamwork and Friendship, Bravery and Honesty
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • New learning 	<u>End point</u> <ul style="list-style-type: none"> • To know that we have 'superpowers' called Character Strengths
	SPRING 1	
	<u>Appreciate</u>	Vocab: appreciate, grateful, thankful, Gratitude Wheel
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • New learning 	<u>End point</u> <ul style="list-style-type: none"> • To understand how being grateful makes us feel
	SPRING 2	
	<u>Relate</u>	Vocab: Character Strengths, get along
	<u>Required prior knowledge</u> Children should know:	<u>End point</u> <ul style="list-style-type: none"> • To know why it is important to get along with others

	<ul style="list-style-type: none"> New learning 	
SUMMER 1		
	<u>Engage</u>	Vocab: Big Dream Goal
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> New learning 	<u>End point</u> <ul style="list-style-type: none"> To know what a goal is
Y1	AUTUMN 1	
	<u>Meet Your Brain</u>	Vocab: brain, cells, Team H-A-P, Happy Breathing, Big Emotions
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know that our brain is in our head To know that our brain help us to think, talk and move To know that we can help our brain to grow 	<u>End point</u> <ul style="list-style-type: none"> To know that our brain has three main parts To know the 3 parts are called 'Team H-A-P'
AUTUMN 2		
	<u>ANTI-BULLYING WEEK</u> <u>MHM Relationships L2 – Exploring Feelings</u>	Vocab: feelings, emotions, happy, sad, worried, excited, angry, proud, communicate
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> New learning 	<u>End point</u> <ul style="list-style-type: none"> To understand that our feelings impact on our behaviour To know how to communicate their feelings to others
SPRING 1		
	<u>ONLINE SAFETY WEEK</u> Children learn about using the internet and digital devices; communicating online	Vocab:

<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • New learning 	<u>End point</u> <ul style="list-style-type: none"> • Understand how to ask permission to do something that affects you or someone else online • Give simple examples of how to find information (e.g. search engine, voice activated searching) • Articulate under what conditions I would ask an adult for help 	
SPRING 2		
<u>Relate</u>	Vocab: Character Strengths, relate, get along, Happy Breathing, big emotions	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To know why it is important to get along with others 	<u>End point</u> <ul style="list-style-type: none"> • To know that relate means to get along with others and understand another person • To know that they can relate with family, friends, and teachers in different ways • To know that Happy Breathing can help them if they have big emotions when falling out with friends 	
ADDITIONAL LESSONS: Su1: How rules and age restrictions help us / How to keep safe in the sun		
CROSS-CURRICULAR LINKS:		
A1 <u>Transition</u> – rules can keep us safe, hand hygiene <u>English</u> – money and work <u>PE</u> – physical activity and how it keeps it healthy	Sp1	Su1 <u>Design and technology</u> – hand hygiene, healthy/ unhealthy food
A2	Sp2	Su2 <u>Geography</u> – caring for living things
Y2 AUTUMN 1		

<u>Meet Your Brain</u>	Vocab: hippocampus, amygdala, prefrontal cortex, Happy Breathing, neuroplasticity, grow, Fight, Flight, Freeze
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know that our brain has three main parts To know the 3 parts are called 'Team H-A-P' 	<u>End point</u> <ul style="list-style-type: none"> To know what their brain looks like and that it is fully grown by the age 6 To know that the amygdala causes them to Flight, Fight or Freeze To know that when we learn something new, our brain remembers it and grows
AUTUMN 2	
<u>Celebrate</u>	Vocab: Character Strengths, Exploring and Learning, Love of Life and our World, unique
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know why it is important to get along with others 	<u>End point</u> <ul style="list-style-type: none"> To know that when we use our Character Strengths, we can be our very best selves To know that we all have our own unique set of strengths, and we are all different
ANTI-BULLYING WEEK MHM Relationships L3 – Fabulous Friendships	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To understand that our feelings impact on our behaviour To know how to communicate their feelings to others 	<u>End point</u> <ul style="list-style-type: none"> To know what makes a good friendship To know what to do when friendships don't feel good
SPRING 1	
<u>Appreciate</u>	Vocab: appreciate, grateful, thankful, Wheel of Gratitude, Happy Breathing
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To understand how being grateful makes us feel 	<u>End point</u> <ul style="list-style-type: none"> To know what the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude That when we show gratitude to someone it makes them feel good and it makes us feel good too

		<ul style="list-style-type: none"> To know how being grateful for ourselves can be hard and Happy Breathing can help us
<u>ONLINE SAFETY WEEK</u> Children learn about the internet in everyday life; online content and information		Vocab:
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Understand how to ask permission to do something that affects you or someone else online Give simple examples of how to find information (e.g. search engine, voice activated searching) Articulate under what conditions I would ask an adult for help 	<u>End point</u> <ul style="list-style-type: none"> Describe ways in which people might make themselves look different online Explain why some information I find online may not be true Give examples of where to find support and who they might ask if they are unsure 	
SPRING 2		
<u>Relate</u>		Vocab: Character Strengths, relate, active listening, Happy Breathing, 'Stop, Understand and Consider', friendships
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know that relate means to get along with others and understand another person To know that they can relate with family, friends, and teachers in different ways To know that Happy Breathing can help them if they have big emotions when falling out with friends 	<u>End point</u> <ul style="list-style-type: none"> To know how to spot the characteristics of a good friend and recognise this in themselves To know how to actively listen and why this helps them to get along with others To know how to 'Stop, Understand and Consider' and why it is important to do this before responding 	
SUMMER 1		
<u>Engage</u>		Vocab: engage, activity, goal, perseverance, goal setting, feel good, do good

<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know what a goal is 	<u>End point</u> <ul style="list-style-type: none"> To know that when they feel good, they do good To know that goal setting is a good way to help us achieve what we want 	
SUMMER 2		
<u>ECONOMIC WELLBEING WEEK</u> Children learn about what money is; needs and wants; looking after money	Vocab: £ and p, cost, choose, customer, bank, need, want, barter, change	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> New learning 	<u>End point</u> <ul style="list-style-type: none"> Know that money has developed in many different forms throughout history, e.g. barter, coins, notes etc. Know I can save my money to use later instead of spending it all now I know that my own needs and wants may be different to those of other people 	
ADDITIONAL LESSONS: A1: Growing and Changing: identify and name the main parts of the body including external genitalia Sp2: Medicines and keeping healthy, keeping teeth healthy Su1: Safety in different environments; risk and safety at home; emergencies		
CROSS-CURRICULAR LINKS:		
A1	Sp1	Su1 <u>Science</u> – human life cycle and the stages of growth
A2	Sp2	Su2 <u>Transition</u> – preparing to move to a new class and setting goals for next year
Y3 AUTUMN 1		
<u>Meet Your Brain</u>	Vocab: hippocampus, amygdala, prefrontal cortex, mind, focus, neuroplasticity, neuron, neural pathway	

<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know what their brain looks like and that it is fully grown by the age 6 • To know that the Amygdala causes them to Flight, Fight or Freeze • To know that when we learn something new, our brain remembers it and grows 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To know how to focus their mind to help them train their brain • To know about neurons and neural Pathways and the role they play in learning • To know how to look after their brains to help them to be at their best
<p>AUTUMN 2</p>	
<p><u>Celebrate</u></p>	<p>Vocab: Character Strengths, genetics, special, strength spotting, neuroplasticity, Team H-A-P</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know that when we use our Character Strengths, we can be our very best selves • To know that we all have our own unique set of strengths, and we are all different 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To know that our character can grow based on our experiences, just like their brains do with neuroplasticity • To know that strengths can help them to approach difficult situations • To know that when they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy
<p><u>ANTI-BULLYING WEEK</u> MHM Relationships L3 – Learning To Love Difference (gender stereotypes)</p>	
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know what makes a good friendship • To know what to do when friendships don't feel good 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To know what a gender stereotype is and isn't • To know how gender stereotypes can be unhelpful
<p>SPRING 1</p>	
<p><u>Appreciate</u></p>	<p>Vocab: ourself, others, dopamine, Attitude of Gratitude</p>

<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know what the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude • That when we show gratitude to someone it makes them feel good and it makes us feel good too • To know how being grateful for ourselves can be hard and Happy Breathing can help us 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To know that we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget • To know how to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel
<p><u>ONLINE SAFETY WEEK</u> Children learn how the internet is used; assessing information online</p>	<p>Vocab:</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • Describe ways in which people might make themselves look different online • Explain why some information I find online may not be true • Give examples of where to find support and who they might ask if they are unsure 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Explain the difference between a 'belief', an 'opinion' and a 'fact' • Explain why some online activities have age restrictions • Know that I must always ask before I share information about others online
<p>SPRING 2</p>	
<p><u>Relate</u></p>	<p>Vocab: Character Strengths, active listening, friendships, relationships, differences</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know how to spot the characteristics of a good friend and recognise this in themselves • To know how to actively listen and why this helps them to get along with others • To know how to 'Stop, Understand and Consider' and why it is important to do this before responding 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To know that when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences • To know that we normally choose our friends because of their character • To know that the more they practise seeing other perspectives, the more the brain will remember it
<p>SUMMER 1</p>	

	<u>Engage</u>	Vocab: engage, activity, goal, feel good, do good, perseverance, resilience, Big Dream Goals	
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know that when they feel good, they do good To know that goal setting is a good way to help us achieve what we want 	<u>End point</u> <ul style="list-style-type: none"> To know how their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good To know how to use perseverance and resilience to help them not give up on something To know how to set their own Big Dream Goals 	
ADDITIONAL LESSONS: A1: MHM L1 – Families In The Wider World Sp2: Rights, freedoms and responsibilities Su1/2: Keeping safe – risks and hazards, safety in the local environment and unfamiliar places			
CROSS-CURRICULAR LINKS:			
	A1 <u>RE</u> – the reason for rules and laws and importance of abiding by laws <u>PE</u> – identify healthy/ unhealthy choices, regular exercise, positive benefits	Sp1	Su1
	A2 <u>Design and technology</u> – identify healthy/unhealthy choices <u>Science</u> – healthy balanced diet <u>Police assembly</u> – firework safety	Sp2	Su2 <u>Road Safety</u>
Y4	AUTUMN 1		
	<u>Meet Your Brain</u>	Vocab: hippocampus, amygdala, prefrontal cortex, neuron, neural pathway, real danger, perceived danger, trigger	

<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know how to focus their mind to help them train their brain • To know about neurons and neural Pathways and the role they play in learning • To know how to look after their brains to help them to be at their best 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To know about what triggers their own amygdala to fight, flight and freeze and how they can train their brain to calm their amygdala down • To know about the brain's structure and how neurons carry messages to create neural pathways • To know how neural pathways help us to form habits
<p>AUTUMN 2</p>	
<p><u>Celebrate</u></p>	<p>Vocab: Character Strengths, strength spotting, neuroplasticity, Team H-A-P, dopamine, habits, neural pathways</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know that our character can grow based on our experiences, just like their brains do with neuroplasticity • To know that strengths can help them to approach difficult situations • To know that when they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To know that we will build neural pathways to create a habit when we spot strengths over and over • To know that strengths can help them solve problems and that everyone uses different strengths • To know that Team H-A-P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best
<p><u>ANTI-BULLYING WEEK</u> MHM Relationships L5 – Friendship Ups And Downs</p>	<p>Vocab: friendship, struggles, support, conflict, strengths, communication</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know what a gender stereotype is and isn't • To know how gender stereotypes can be unhelpful 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To be able to identify when someone is not being a good friend • To know what to do if they're struggling with a friendship
<p>SPRING 1</p>	
<p><u>Appreciate</u></p>	<p>Vocab: Gratitude Domino Effect, oneself, others,</p>

	<p>Required prior knowledge Children should know:</p> <ul style="list-style-type: none"> • To know that we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget • To know how to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel 	<p>experiences</p> <p>End point</p> <ul style="list-style-type: none"> • To know how they can develop an Attitude of Gratitude at home and school • To know how to create a Gratitude Domino Effect -when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too
	<p>ONLINE SAFETY WEEK Children learn about how data is shared and used</p>	<p>Vocab:</p>
	<p>Required prior knowledge Children should know:</p> <ul style="list-style-type: none"> • Explain the difference between a 'belief', an 'opinion' and a 'fact' • Explain why some online activities have age restrictions • Know that I must always ask before I share information about others online 	<p>End point</p> <ul style="list-style-type: none"> • Know what the digital age of consent is • Describe how I can search for information within a wide group of technologies • Give examples of how online behaviour is either respectful or disrespectful
<p>SPRING 2</p>		
	<p>Relate</p>	<p>Vocab: Character Strengths, Stop Understand and Consider', friendships, relationships, differences, perspectives</p>
	<p>Required prior knowledge Children should know:</p> <ul style="list-style-type: none"> • To know that when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences • To know that we normally choose our friends because of their character • To know that the more they practise seeing other perspectives, the more the brain will remember it 	<p>End point</p> <ul style="list-style-type: none"> • That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best • That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems

SUMMER 1		
<u>Engage</u>	Vocab: engage, perseverance, feel good, do good, Believe to Achieve, perseverance, resilience	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know how their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good To know how to use perseverance and resilience to help them not give up on something To know how to set their own Big Dream Goals 	<u>End point</u> <ul style="list-style-type: none"> To know that to engage means to pay attention and put effort into something To know that they have to Believe to Achieve 	
SUMMER 2		
<u>ECONOMIC WELLBEING WEEK</u> Children learn about different jobs and skills; job stereotypes; setting personal goals	Vocab: job, paid, unpaid, lend, loan, debt, planning, owe, borrow	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Know that money has developed in many different forms throughout history, e.g. barter, coins, notes etc. Know I can save my money to use later instead of spending it all now Know that my own needs and wants may be different to those of other people 	<u>End point</u> <ul style="list-style-type: none"> Know that if I don't have enough money I may have the choice to borrow, but that if I do I will have to pay it back Know that there is a range of jobs - paid and unpaid 	
ADDITIONAL LESSONS: A1: Vaccinations, immunisations, allergies and common illnesses Sp2: MHM L4 – Getting Along With Our Families Su1: Sun safety, medicines and household products, drugs common to everyday life		
CROSS-CURRICULAR LINKS:		
A1 <u>PE</u> – what good physical health means and how to recognise early signs of physical illness	Sp1	Su1

	Reflection Time – individuals and groups that help the local community, including through volunteering and work		
	A2 Science – oral hygiene and dental health, importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	Sp2	Su2

Y5 AUTUMN 1

Meet Your Brain

Vocab: hippocampus, amygdala, prefrontal cortex, mind, Happy Breathing, trigger, cortisol

Required prior knowledge

Children should know:

- To know about what triggers their own amygdala to fight, flight and freeze and how they can train their brain to calm their amygdala down
- To know about the brain's structure and how neurons carry messages to create neural pathways
- To know how neural pathways help us to form habits

End point

- To know the difference between their brain and mind
- To know how they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered
- To know how to more intentionally look after their brains to keep them healthy

AUTUMN 2

Celebrate

Vocab: wisdom, courage, humanity, justice, temperance, transcendence, virtues, neuroplasticity, dopamine, habits, neural pathways, cortisol

Required prior knowledge

Children should know:

- To know that we will build neural pathways to create a habit when we spot strengths over and over
- To know that strengths can help them solve problems and that everyone uses different strengths

End point

- To know how they can move their strengths around and grow strengths by practising them through neuroplasticity.
- To know that when they stop and reflect on using their strengths, their hippocampus will store it as a memory that can be used to help in future situations

<ul style="list-style-type: none"> To know that Team H-A-P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best 	<ul style="list-style-type: none"> To know that Strength Spotting can help Team H-A-P feel happy as dopamine gets released, and that using our strengths can help them manage cortisol levels
<p><u>ANTI-BULLYING WEEK</u> MHM Relationships L2 – Friendships And Secrets</p>	<p>Vocab: secrets, safe, unsafe, feelings, rules, consequences</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> To be able to identify when someone is not being a good friend To know what to do if they're struggling with a friendship 	<p><u>End point</u></p> <ul style="list-style-type: none"> To know what type of secrets are safe and which are not To know where to go for help regarding secrets
<p>SPRING 1</p>	
<p><u>Appreciate</u></p>	<p>Vocab: appreciate, grateful, thankful, Wheel of Gratitude, ourself, dopamine, Attitude of Gratitude, neuroplasticity, neural pathways</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> To know how they can develop an Attitude of Gratitude at home and school To know how to create a Gratitude Domino Effect -when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too 	<p><u>End point</u></p> <ul style="list-style-type: none"> To know that when we regularly give and receive gratitude, dopamine will continuously be released To know that the more we think about gratitude, the stronger the neural pathways get and the easier it becomes That often the hardest category to think about gratitude in is ourselves
<p><u>ONLINE SAFETY WEEK</u> Children learn how information online is targeted; different media types, their role and impact</p>	<p>Vocab:</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> Know what the digital age of consent is 	<p><u>End point</u></p> <ul style="list-style-type: none"> Explain someone's online identity can be different to their identity in 'real life' Understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart

<ul style="list-style-type: none"> Describe how I can search for information within a wide group of technologies Give examples of how online behaviour is either respectful or disrespectful 	<ul style="list-style-type: none"> Understand that people may make judgements against others on the information that they find 	
<h2>SPRING 2</h2>		
<u>Relate</u>	Vocab: Character Strengths, relate, get along, differences, perspectives, Team H-A-P, dopamine	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems 	<u>End point</u> <ul style="list-style-type: none"> To know that when they see things from different perspectives, they are using their prefrontal cortex and then their brain can remember this and store it in their hippocampus To know that you are more likely to see different strengths and perspectives positively when Team H-A-P is working as a team 	
<h2>SUMMER 1</h2>		
<u>Engage</u>	Vocab: engage, goals, transition, strategies	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know that to engage means to pay attention and put effort into something To know that they have to Believe to Achieve 	<u>End point</u> <ul style="list-style-type: none"> To know how to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead To know how to recognise their concerns and define strategies to overcome them 	
ADDITIONAL LESSONS: A1: Growing and Changing: personal hygiene Sp2: Physical contact and feeling safe; MHM L4 – Identity And Respect Su1/2: Keeping safe in different situations, including responding in emergencies and first aid		
<h2>CROSS-CURRICULAR LINKS:</h2>		
A1 <u>Science</u> – puberty	Sp1 <u>Big Goals</u> with Alex – the way money is spent and how it affects the environment	Su1

	A2 Geography – show compassion for the environment, animals and other living things; express their own opinions about their responsibility towards the environment	Sp2 Geography – importance of protecting the environment and how everyday action can either support it or damage it	Su2
Y6	AUTUMN 1		
	<u>Meet Your Brain</u>	Vocab: growth mindset, self-regulation, transition, strategies, emotions	
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know the difference between their brain and mind To know how they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered To know how to more intentionally look after their brains to keep them healthy 	<u>End point</u> <ul style="list-style-type: none"> To know about a growth mindset and self-regulation techniques in times of stress To be able to reflect on their stress points as they relate to transitioning to secondary school Know how to manage their emotions to move forward positively 	
	AUTUMN 2		
	<u>Celebrate</u>	Vocab: wisdom, courage, humanity, justice, temperance, transcendence, virtues, Strength Spotting, top strengths, transition	
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To know how they can move their strengths around and grow strengths by practising them through neuroplasticity. To know that when they stop and reflect on using their strengths, their hippocampus will store it as a memory that can be used to help in future situations To know that Strength Spotting can help Team H-A-P feel happy as dopamine gets released, and that using our strengths can help them manage cortisol levels 	<u>End point</u> <ul style="list-style-type: none"> Know how to grow their strengths to help them transition and overcome challenges Know how their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the secondary school environment 	

<p>ANTI-BULLYING WEEK MHM Relationships L3 – Peer Pressure MHM Relationships L5 – Discrimination And The Law</p>	<p>Vocab: Peer pressure – peer, pressure, influence, behaviour, positive, negative, comfortable, uncomfortable Discrimination and the Law – discrimination, identity, equality, fairness</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know what type of secrets are safe and which are not • To know where to go for help regarding secrets 	<p><u>End point</u> Peer pressure:</p> <ul style="list-style-type: none"> • To know what peer pressure is and how to respond under pressure <p>Discrimination and the Law:</p> <ul style="list-style-type: none"> • To know what discrimination is and how the law protects individuals • To know what to do if they witness discrimination
<p>SPRING 1</p>	
<p><u>Appreciate</u></p>	<p>Vocab: appreciate, grateful, thankful</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To know that when we regularly give and receive gratitude, dopamine will continuously be released • To know that the more we think about gratitude, the stronger the neural pathways get and the easier it becomes • That often the hardest category to think about gratitude in is ourselves 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To know how gratitude can help them think about all they have in their lives to be thankful for • To know how gratitude can help them to build resilience when they face tough times
<p>ONLINE SAFETY WEEK Children learn how to evaluate media sources; sharing things online</p>	<p>Vocab:</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • Explain someone's online identity can be different to their identity in 'real life' 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Explain why I should keep asking until I get the help I need

<ul style="list-style-type: none"> • Understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart • Understand that people may make judgements against others on the information that they find 	<ul style="list-style-type: none"> • Explain how and why some people may present 'opinions' as 'facts' • Distinguish between genuine and fake content/sites
<h2>SPRING 2</h2>	
<u>Relate</u>	Vocab: Character Strengths, relate, get along, friendships, relationships
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To know that when they see things from different perspectives, they are using their prefrontal cortex and then their brain can remember this and store it in their hippocampus • To know that you are more likely to see different strengths and perspectives positively when Team H-A-P is working as a team 	<u>End point</u> <ul style="list-style-type: none"> • To know how we make and keep friends • To know why friendships are so meaningful
<h2>SUMMER 1</h2>	
<u>Engage</u>	Vocab: goals, transition, leverage, opportunity
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To know how to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead • To know how to recognise their concerns and define strategies to overcome them 	<u>End point</u> <ul style="list-style-type: none"> • To know how to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead • How they can use their strengths to leverage the opportunities that they are excited about
<h2>SUMMER 2</h2>	
<u>ECONOMIC WELLBEING WEEK</u> Children learn about making decisions about money; using and keeping money safe	Vocab: value, budget, income, expenditure, bill, bank statement, receipt, cash machine, financial scam, phishing, password, PIN

<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • Know that if I don't have enough money I may have the choice to borrow, but that if I do I will have to pay it back • Know that there is a range of jobs - paid and unpaid 	<p><u>End point</u></p> <ul style="list-style-type: none"> • Know that some things are better value for money than others • Know there are risks associated with spending money online, e.g. scams and phishing • Know I need to check and keep basic financial information, e.g. receipts, bills and bank statements 	
<p>ADDITIONAL LESSONS: A1: Growing and Changing: human reproduction and increasing independence Su1: Forced marriage / Drug use and the media</p>		
<p>CROSS-CURRICULAR LINKS:</p>		
<p>A1 <u>Black History Month</u> – what prejudice means, recognise acts of discrimination and strategies to safely respond to and challenge discrimination</p> <p><u>Reflection Time</u> – discriminate between prejudice and discrimination</p>	<p>Sp1 <u>Reflection Time</u> – what it means to be attracted to someone and different kinds of loving relationships. People who love each other can be any gender ethnicity or faith. Difference between gender identity and sexual orientation and everyone's right to be loved. People have the right to choose whom they marry or whether they get married.</p>	<p>Su1</p>
<p>A2 <u>Science</u> – risks and effects of different drugs, laws relating to drugs common to everyday life and illegal drugs, recognise why people choose or not to use drugs, how to ask for help if they have concerns about drug use</p> <p><u>History</u> – what prejudice means, discriminate between prejudice and discrimination</p>	<p>Sp2</p>	<p>Su2</p>