



Peaceful PSHCE

A framework for Personal,
Social, Health and Citizenship
Education in Primary Schools

2020

David Holmes



Peaceful PSHCE 2020

A framework for Personal, Social, Health and Citizenship Education in primary schools

This booklet has been produced to help schools. We encourage schools to download, print off and photocopy booklets as needed, from the Peaceful Schools Website: www.peacefulschools.org.uk or the TES Resources website.

David Holmes asserts his moral right to be identified as the author of this booklet.

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About the Author

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As a Healthy Schools Advisor with Derbyshire local authority, David's main focus was drug education in primary schools. He was also responsible for supporting schools across the county with different aspects of health and social education together with action planning. David led a number of key initiatives whilst with the Healthy Schools Team, including the development of a primary PSHCEE framework, active and democratic learning, a totally new approach to pupil representation (that involved having pupil Ministers and a Cabinet) and a popular Healthy Lifestyle Award.

David was a senior national trainer with School Councils UK for several years and has worked with schools in Uganda and Romania. He had also undertaken work around ways in which we can build a culture for partnership and participation in primary schools. Since taking early retirement, David has enjoyed working with, and supporting a range of groups both locally and further afield.

David has a long-standing commitment to pupil spiritual health and well-being and the concept of peaceful schools. He believes both are an integral part of successful school communities and that we need to promote both if we are to give our children and young people good quality education!

As part of his contribution to the peaceful schools movement David has written the **'Promoting the Spiritual Health and Well-being of Children in Primary Schools'** booklet* which explores children's natural spirituality and ways in which we can nurture this. (*Available as a free download on the Peaceful Schools and the TES Resources websites)

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1. Welcome to Peaceful PSHCE (2020)

Peaceful PSHCE (2020) takes a new and exciting look at the teaching of PSHCE in primary schools in the context of changing curriculum requirements since Peaceful Schools launched its very successful 'Peaceful PSHCE' publication in 2014.

As with its predecessor, this updated guidance is rooted in good educational practice and teaching experience. The framework has been updated to make sure that it is still relevant to the needs of both teachers and pupils. The framework will help you provide appropriate opportunities to support your pupils' personal and social development, within a culture of personal and collective peace.

It is important to remember that our approach to PSHCE is *not* a prescriptive scheme of work. It is a *framework* on and around which you can create a curriculum and plan that suits your context and learning needs. The following pages do not detail what you must teach, when and how. Instead they offer a structure and ideas around which to build an approach to the teaching of PSHCE. What it does offer is a holistic approach that you can own and that provides:

- continuity,
- progression,
- flexibility,
- structure,
- consistency,
- an aid to planning and assessment,
- an approach that meets all the expectations of PSHCE learning content.

Peaceful PSHCE (2020) continues to reflect in a practical way the commitment that all of us involved in education should have towards the United Nations Convention on the Rights of the Child (UNCRC). It includes British Values as well as the new national curriculum for PSHE for primary schools, which comes into effect in 2020. Many of the core elements in all of these are interlinked and overlap. Two of the key aims of this framework are to approach them from a 'peaceful' perspective and explore their natural connections within that perspective. (Hopefully, what the framework does NOT do is bring different learning objectives together in ways that are 'un-natural' or contrived for the sake of trying fit everything into one. Some things have to be taught separately in order to maintain their integrity as a learning objective and it is important that we do so.)

Peaceful PSHCE (2020) is set within the aims and purposes of the Peaceful Schools Movement in that it seeks to promote children and young people's spiritual and peaceful health and wellbeing through what is taught and how and why.

'Peace-full' education in its widest terms is at the heart of this framework and underpins it at all points. **It is a curriculum and teaching that promotes the children's understanding of peace and provides them with ongoing opportunities to experience it in their lives.**

Although set here in the context of PSHCE, 'peace-full' education is an approach can encompass all the school seeks to achieve and crosses all curriculum borders. It provides all pupils with an organised and structured approach that enables and empowers all pupils to:

- extend and enhance their understanding of:
 - inner peace,
 - peaceful relationships,
 - peaceful communities,
 - global peace,
- develop their skills as peaceful people and peacemakers,
- explore and establish their personal values,
- appreciate the positive impact and value of peaceful ways on their life and the lives of others,
- develop an understanding of how and why people might not be at peace,
- experience peace.

Alongside that curriculum, 'peace-full' education adopts approaches and a teaching methodology that:

- seeks to use peaceful approaches to learning,
- regards exploration as the norm not the exception,
- allows time for supported reflection,
- is experiential,
- opens doors, not *the* door,
- asks questions but does not always expect *the* answer,
- shares,
- creates opportunities,
- guides,
- respects,
- links the content of any lesson to living and being, both in and out of school.

'Peace-filled ' education isn't new, it isn't rocket science and it is probably what a lot of you are already doing. What it is though - is a new way of looking at what we do and why, in this case, within the context of PSHCE.

2. The National Curriculum Guidance for Primary PSHE

From September 2020, Relationships Education will be a statutory requirement for all schools. The new Government guidance places an emphasis on relationships and safety that sits totally within a peace-filled approach to this area of young people's learning and development.

Section 54 of the Government guidance states that:

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.'

Those building blocks are the building blocks of inner peace, peace-filled relationship and communities and the wider context of global peace, elements that cannot be seen as separate in any way, given the culture and practicalities of inter-dependence and social media that now underpin all societies.

It is clear from the new Government guidance that the mental health and wellbeing and safety (especially online safety) of our children are core elements of what is now expected. These too are fundamental parts of having peace-filled and peaceful lives.

This new framework offers a unique opportunity to approach the new curriculum from a new perspective. Rather than basing your pupils' learning experiences on teaching the curriculum requirements, you can meet the Government's requirements by giving them experiences and opportunities that focus on the building blocks of peace and personal development. This will provide a structured and safe approach to the acquisition of knowledge and positive peaceful values that will underpin their growth and life as people and communities.

Such an approach does not devalue or sideline the National Curriculum in any way but provides a real and educationally justifiable chance to make it fit the needs of your pupils, and your community rather than the other way round!

Although there is a clear knowledge-based approach to the expectations of the new curriculum, there is also a strong emphasis on the children being able to use that knowledge (and skills) in their development of their self-understanding and relationships. **The Peaceful PSHCE (2020)** framework complements that emphasis.

3. Impact

PSHCE is about Impact. This framework for teaching and learning is about making a positive impact that enables our young people to flourish as peaceful people and to develop a peace-filled perspective on life.

What the children do in their PSHCE lessons needs to be part of an integrated approach not only to learning, but also to the school's:

- values,
- aims and objectives,
- opportunities,
- structures,
- practices,
- expectations,
- policies.

When thinking about why you are doing PSHCE, planning what you are doing, and reflecting on what you have achieved and how the children have grown as people through what you have done, do so in conjunction with the above. Ask: 'How does this link to the rest of school life?'

Whilst we cannot manage and manipulate children's lives away from school, we can create significant opportunities that take school and 'learning' out through the school gates and beyond the school day, and vice-versa. If you can think about PSHCE in terms of what the children can take from school into their lives and the world beyond the school gate, then '**their world**' can go the other way and be a part of what happens in school. As we all know, life does not get left at the school gate when they arrive in the morning, to be picked up again when they leave – they bring it in with them. We have to run with, and embrace, that reality because that is what real education is about, that is what good PSHCE is about, it is certainly what **Peace-Filled PSHCE** is about and it is the good practice that we must hold on to for the sake of our children. **We teach children NOT subjects!**

One word that you find recurring throughout this framework is 'explore'. That is quite deliberate, for the concept of exploration is a key feature of what this framework is about. **Peace-Filled PSHCE** is not so much about personal, social, health and citizenship *education*, it is personal, social, health and citizenship *exploration*.

Seeing PSHCE as a voyage of discovery rather than a set of skills, attitudes and ideas to be taught/learned establishes the culture in which it happens. This does not mean that we don't teach our children or let them go where they like, as it were. **Peaceful PSHCE (2020)** is quite clear as to the values that are important and the core life skills children need to be empowered with. Instead, seeing PSHCE as a journey of discovery establishes why and particularly how we want to approach it with our pupils. We are there to open *doors*, not '*the door*', there to guide and help them read the map as we journey together – sometimes leading from the front, sometimes walking side-by-side, sometimes watching them go their own way, sometimes picking them up, dusting them off and getting them on their feet again.

A second feature of this framework is the way in which things are referenced back to the individual. Again this is a deliberate approach designed to help us keep focused on who it is all about – the individual pupil. Yes, there will rightly be times when the emphasis is on the collective but what we need to remember at such times is that what we are exploring is how the individual is able to engage and connect with others and they with him/her. It might be about the group, but it is about the individual taking ownership of their part in it, their respect for others, their involvement in what is happening. Although there is a strong emphasis on an individual perspective – 'My body', 'My world' etc. it is not about individualism. The framework builds on the need to maintain a healthy balance between looking at 'me' as an individual and 'me' as part of the group/community.

4. About this framework

This framework is designed for Years 1 to 6. (The Foundation Stage has not been included because much of the curriculum for these children covers the essentials of PSHCE. Hopefully the approaches and culture adopted by a school for PSHCE with Years 1 to 6, will automatically apply to the Foundation Stage.)

Although structured and presented around separate year groups, the framework works equally well with mixed-age classes across a 2-year cycle. For example in Key Stage 1, the framework for Year 1 could be used as the first year of a 2-year cycle, and the framework for Year 2 as the second year of that cycle or vice-versa.

The framework is built around 6 core units for each year group:

- **This is me**
- **Belonging**
- **Looking after myself**
- **A peaceful world**
- **People**
- **Decisions**

Six core units were chosen deliberately to facilitate planning in that one could be done each half-term. The units can be done in any order each year depending on how you might want to integrate them with other areas of learning.

If a 2-year cycle has been adopted, the core units can be moved around to suit your needs, for example: in Year 1 of the cycle you could do 'This is me' from the Year One framework and 'Looking after myself' from the Year Two framework during the same academic year.

Each of the core units has been given a title which summarises the unit's theme, for example the title for the Year 1 'This is me' unit is FACES, the same unit in Year 5 is entitled A DIAMOND IN THE SKY.

Underneath the title in each unit is an outline of its learning aims or purpose, for example the aim of A DIAMOND IN THE SKY is:

To take the image of a multi-faceted diamond shining in a dark sky to help the children look ahead, manage change, strengthen a positive self-image, deepen their values and promote inner peace.

In each core unit there are 5 suggested topics designed to facilitate those learning aims and the purpose of the unit. The 5 topics can be done in any order or replaced with different ideas should you wish. The key thing within the unit is addressing the theme/focus. The topics are given as a suggested approach and a way of guiding thinking and planning.

Using 5 topics has been done deliberately to avoid being too prescriptive and tight with time. Some things, as all teachers know, need more time than others. The PSHCE timetable can easily get 'eaten into' by other timetabling demands and commitments. Covering 5 topics over a term allows you the flexibility to give each the time you feel it needs in your particular situation. It also facilitates planning against variable term lengths.

As already indicated, the framework does not stipulate how any of the topics should be taught. You are the professionals: you know your children, your environment and culture, your strengths and their needs so the 'how' is left totally to your professional discretion.

Each unit has a list of possible learning outcomes for:

- The National Curriculum
- British Values
- The United Nations Convention on the Rights of the Child

These could be supported through it. The emphasis is on these being *possible* learning outcomes as it is not intended to be a prescriptive list to be covered but a guide to the learning potential offered through the teaching of that particular unit. They have been left tied to the unit, rather than specific topics, to facilitate the flexibility of approach that underpins the framework.

Each unit in the framework has a section headed: SOME PEACE THOUGHTS. These are a series of questions designed to promote thinking about how different aspects of peace underpin the unit and can be promoted by it.

Example: Year 5 Core Unit: Looking after myself Title: CHANGES.

Some peace thoughts:

*How might my changing body upset my peace?
What skills do I need to keep safe and so help my path of peace?
Is change a natural part of walking a path of peace?*

Most are worded in 'adult speak' but could, as in this example for Year 5, be easily adapted for use by the children as and when appropriate.

For the most part, direct links with other areas of the curriculum have been avoided in order to accommodate different forms of planning etc. Given that all schools will rightly develop their own creative/integrated approach to the curriculum, identifying links between PSHCE and other areas of the curriculum is best done by you in a way that suits your needs rather than being taken down paths which might make connections that are, at best, inappropriate to your needs and, at worst, so tenuous that they become a distraction rather than a support to teaching and learning.

The framework also allows for specific projects to be put in place in order to meet your school's needs. These might be particular work around different aspects of health education, long-standing partnerships with outside agencies or meeting unforeseen needs that warrant priority teaching, for example a major healthy crisis, disaster or bereavement.

5. British Values

The **Peaceful PSHCE (2020)** framework does not seek to teach British values but instead seeks to provide pupils with opportunities to learn about and experience them in real ways as values that promote peaceful relationships and communities and thereby enable inner or personal peace.

It is easy to see that most values are in essence values of peace. For example: encouraging students to accept responsibility for their behaviour, to show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely, as well as encouraging respect for others.

Others such as an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety might be seen as approaching peace from a slightly more oblique angle but it still underpins and is underpinned by peace.

There is, as well, a strong case for arguing that a fundamental British value that is missing from the list that we have to cover is simply that of **valuing peace in all its forms**.

As with other aspects of the curriculum, the emphasis is on supporting 'natural' links between PSHCE and different British values, once again recognising that some are best approached in different ways in order to retain their integrity.

What we also need to remember with the Government's list of 'British Values' is that some are more appropriate for development at different ages. For example: an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as police and the army can be held to account through Parliament, others such as the courts maintain independence.

Having said that, though, there are ways in which we can indirectly support an awareness of what these might mean for their lives, through the way in which we encourage and enable real and meaningful pupil participation in school life and development. Such ideas and approaches are explored in more depth in the Peaceful Schools '**Our School**' publication, (on: www.peacefulschools.org.uk).

6. The United Nations Convention on the Rights of the Child (UNCRC)

In 1948 the United Nations adopted the Universal Declaration of Human Rights. This applied to both adults and children. A growing awareness of the rights of children resulted in the UN General Assembly adopting the second Declaration of the Rights of the Child in 1959. This was not legally binding, as it was a 'statement of intent' based around 10 principles working towards the best interests of the child.

On the 20th November 1989 the UN General Assembly adopted the Convention on the Rights of the Child as international law. The UK government signed up to the convention on the 19th April 1990 and ratified it on the 16th December 1991. It came into force on the 15th January 1992. As of November 2009, 194 countries (including all members of the UN)

have signed up to the UNCRC. Those that haven't get ratified it have expressed their support for its principles.

Two additional, optional protocols were adopted by the UN General Assembly in May 2000. The first (adopted by 153 countries) concerns the involvement of children in armed conflict and states that there should be no compulsory recruitment of children under 18 into a country's armed forces. The second has been adopted by 167 nations and concerns the sale of children for child prostitution and child pornography.

The UNCRC is made up of 54 Articles.

- Articles 1 – 41 of the UNCRC set out children's rights and the corresponding duties of governments to safeguard them.
- Article 42 concerns the publicising of the Convention to children, adults and those who work with young people.
- Articles 43 – 54 are about the ways in which the UN, governments and adults should work together to ensure that all children get their rights.

The UNCRC is central to our young people's lives. It underpins all aspects of government policy and plays a key role in determining good practice at all levels of working. It is the driving force for all young people-focused agencies, national and locally, both statutory agencies and those working with them in a voluntary capacity. Within the context of education it is also firmly embedded in the National Curriculum of all countries within the United Kingdom through the Personal, Social and Health Education and Citizenship Programmes of Study. Its articles, ethos, values and requirements impact directly on children's lives both at a strategic planning or over-arching level and in a real day-to-day sense.

Given its importance to their lives (and those of others) it is essential that we give our children and young people opportunities to explore and reflect on what it is about and its meaning for themselves and others. Developed effectively, it offers a new perspective on self-awareness and understanding others. It can set PSHE learning into a global context.

Although the UNCRC is about children it is not always *for* children. By this I mean that the ways in which it is presented to younger children can be either over-laden with information or using adult-based language – or both. Given that it is about their recognised rights as people, they also have the right to be able to access it in ways that respect their needs. It is our responsibility to enable that to happen.

In order to facilitate that process and make the UNCRC more approachable from a teaching perspective, **this framework groups Articles 1- 41, into the following 8 categories:**

All children have the right to:

- **be treated in the same way - Equality**
- **be safe,**
- **have their needs met,**
- **be part of a family,**
- **be the person they are, (be a child)**
- **learn,**

- **a voice,**
- **responsibility.**

The way that the different Articles relate to these 8 categories is set out in Appendix D. Together they convey the essence of the UNCRC in a way that our children have the potential to understand and access, something that should be our priority rather than information overload.

Whilst we should give our children appropriate opportunities to know about the UNCRC it has to be remembered that it is only one contributing element in what makes the bigger picture of PSHE teaching and learning within our curriculum. Of greater importance at this age is opening up opportunities to explore how it influences and impacts on us as people alongside many other factors. It is for this reason that the framework only focuses directly on it twice – once in Year 4 in ‘People’ and again in Year 6 in ‘A Peaceful World’.

The links between the 41 Articles and the way that they are grouped under our topic headings, is shown in Appendix E.

7. Lifestyle Challenge

When looking at the framework it will be noted that a ‘lifestyle challenge’ is included in all the units. This is included as an additional way of reinforcing learning and experiences. The way in which you might use the idea of a lifestyle challenge is deliberately left open so that you can make it your own.

Examples of different challenges are included in Appendix F. The key features underpinning them are that they are designed to:

- be achievable by all children,
- be sustainable,
- challenge,
- engage parents, carers and other family members,
- be fun.
- encourage personal reflection,
- enhance and extend understanding,
- introduce the children to new / different activities,
- assess progress with the award.

As said, please make them your own and approach them in such a way that your pupils and their family can take ownership of what they are doing. The following are again offered as suggested approaches that you could build on.

- 1) Set all the pupils the same task to do, for example:

Create a weekly diary (with drawings) of someone who doesn’t have an active lifestyle.

This would enable the children to develop their understanding of a healthy lifestyle by focusing on the opposite, possibly in a fun way.

Try a new healthy food.

The children could develop their own chart of such foods to pick from, with their parents/carers.

A different challenge could be adopted for each week in that part of the framework.

An alternative approach would be to let the children choose which challenge they undertake each week.

- 2) Structure the challenges into bronze, silver and gold levels. School-based goal titles could be adopted where other names are already in place.

Examples:

Bronze level - Choose a healthy snack out of school at least 2 times in a week for 2 weeks.

Silver level - choose a healthy snack out of school at least 2 times a week for 4 weeks.

Gold level - choose a healthy snack out of school at least 2 times a week for 6 weeks.

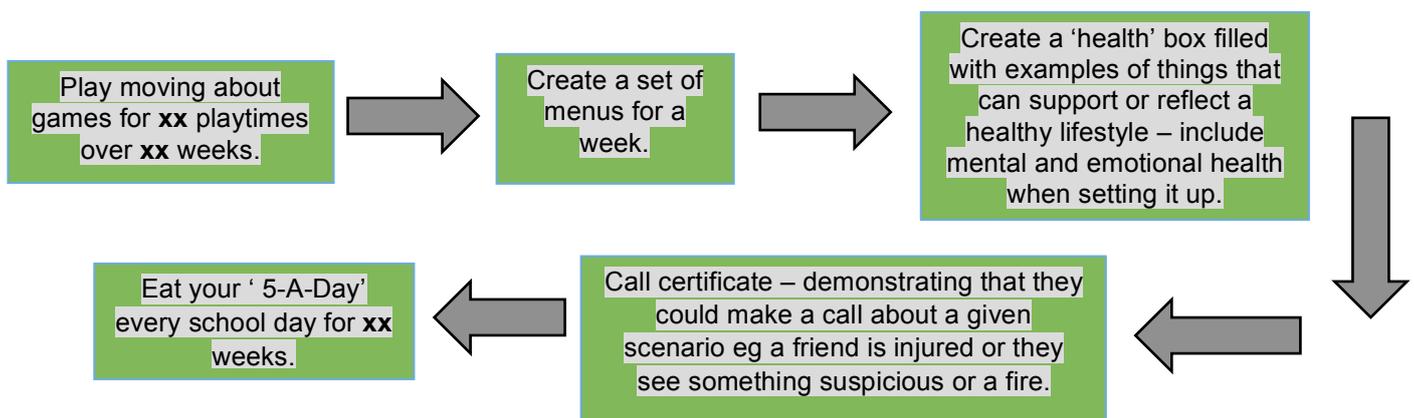
Bronze level - complete 1 challenge from each section or a given list over a set period of time.

Silver level - complete 2 challenges from each section or a given list over a set period of time.

Gold level - complete 4 challenges from each section or a given list over a set period of time.

- 3) Set, or let the pupils pick a series of challenges that they must undertake as a 'lifestyle journey'. Challenges could be taken from each section, done as a class or designed for each pupil's situation and be either progressively more challenging or have a range of challenging and easier stages.

Example:



As already stated, the purpose of including the lifestyle award is to provide the children and their families with a fun, achievable holistic way of looking at their health. There are many

ways in which the lifestyle challenge can be structured and there might be local projects or schemes that can be used in conjunction with, or in place of, the ideas contained here. The key thing is to find what is right and appropriate for your school, the children and their parents /carers for them, as we all know, are key to exploring and sustaining new or different ways.

8. Assessing PSHCE

Assessing pupils' 'progress' in PSHCE has always been a difficult area primarily because it involves values, skills and ways of living that are personal and which can be displayed to varying degrees depending on circumstances, group dynamics and time. This does not mean that we cannot assess PSHCE! We must try to, even if this is only to evaluate the quality and impact of what we have been doing with the children, the time spent on it and the energy and resources given over to it.

Taking a new perspective on what we are assessing, how and why, can take assessment forward in a positive and useful way. Firstly, we can assess the **experiences and opportunities** that we have given our children during and through PSHCE. We can assess **whether** we have done the following, and **how well** we have done it:

- given the children the appropriate opportunities they need to learn, develop skills, experience, understand, grow and develop in relation to the different things that we have introduced them to and done;
- used appropriate and relevant resources;
- given them time and the skills needed for self-reflection and understanding;
- promoted peace and the school's values and ethos through what we have done;
- integrated PSHCE with school and out-of-school life?

Secondly we can explore with the children (and others) how they have grown against some core key skills. Rather than looking at whether they have or haven't acquired those skills, think instead about:

- the range of skills they are able to draw on,
- the confidence with which they select and use appropriate skills for different situations,
- how they approach and assess different situations,
- consistency in relation to such things as values and attitudes,

Thirdly, take time to look at the bigger picture (don't get tied up with too much detail) and use that to reflect on:

- what you see happening in the class / school,
- group dynamics,
- how the individual has grown,
- how the group and individual see ways in which they have grown and developed,

Effective and justifiable assessment in PSHCE can take the form of reflection using things observed, taught, learned, experienced and applied in order to evidence or exemplify the

thoughts being expressed. The key questions in the framework can be used as a way of giving focus to the process of reflection, for example in 'Year 3 - Relationships', the key question is 'How do we show belonging?'

That question can be used to guide both the adults' and pupils' reflections. Don't see it as a question to be answered as such, but as a question around which to:

- share the things already mentioned,
- the impact it has had,
- think about issues it might have raised.

Given the emphasis on different aspects of peace in **Peaceful PSHCE (2020)**, there ought to be a clear emphasis on assessing the impact that the curriculum and experiences are having on the four different elements of peace:

- **inner peace,**
- **peaceful relationships,**
- **peaceful communities,**
- **global peace.**

As with all aspects of assessment:

- keep it manageable,
- stay focused on the key essence of what you are doing with/for the children,
- make sure it tells what you need to know,
- remember that the person/people are what the assessment is about,
- remember that children do not progress in a conveniently linear way,
- successful PSHCE manifests itself over time and many different places,
- stay peaceful!

As said at the beginning, **Peaceful PSHCE (2020)** is not a detailed scheme of work. It is a flexible framework that can be personalised to your school. It offers a new, 'exploratory' and holistic perspective on Personal, Social, Health and Citizenship Education that supports, and is supported by, the school's ethos, expectations of its people and ways of doing things.

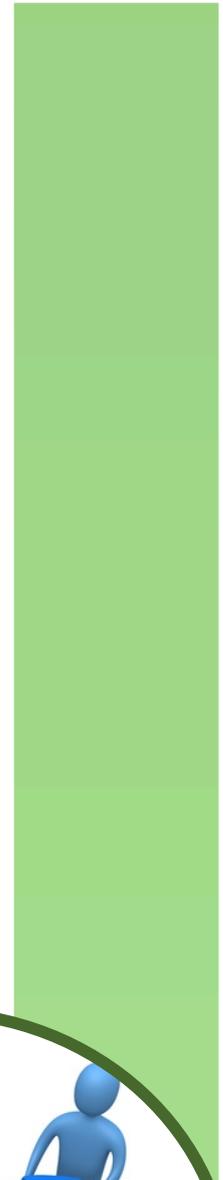
At the heart of this new way of looking at PSHCE are peace and 'peace-filled' education – two vital aspects of our 'being' and values that are much needed in our schools and for our children today. Together they form the foundations of the framework not just in terms of what is taught but, as importantly, how and why things are included and the approach used.

The framework can be used in conjunction with many of the brilliant resources that are available and also with the lateral thinking and creativity of teachers that sometimes gets overlooked!

Peaceful PSHCE (2020) is designed to sit alongside three other resources produced by Peaceful Schools as a comprehensive approach to exploring and promoting peace in all its contexts and settings. The three publications are:

- **Promoting the Spiritual Health and Well-being of Children in Primary Schools,**
- **Pathways to Peaceful Primary Schools**
- **Our Schools**

THE FRAMEWORK



AN OVERVIEW OF THE UNITS AND TOPICS FOR YEARS 1 AND 2

YEAR 1

This is me Faces	Using faces in different ways as a starting point to develop self-awareness and a positive self-image, by exploring ways in which they show similarities, differences and emotions.
Belonging Hands of Peace	Reaching out hands to provide opportunities to develop positive relationships through learning about and exploring ways in which we can help each other and make a difference to our communities.
Looking after myself Feeling good	Exploring ways in which they can care for their bodies, stay safe and develop an understanding of the links between mental and physical health and well-being.
A peaceful world Peace filled places	Developing understanding of peace-filled communities, relationships and people by exploring what makes peaceful places.
People Good being different	Promoting the understanding of positive relationships, inter-personal skills, values, friendships and self-respect by investigating and celebrating ways in which we are all different.
Decisions Choices	Developing understanding of decisions, risks and personal values, and learning to use decision-making skills by exploring a range of everyday decision-making scenarios.

YEAR 2

This is me I can...	Enhancing positive self-understanding and self-respect by providing the children with opportunities to develop personal skills in different situations
Belonging Peacemakers	Using the idea of being a 'peacemaker' to develop understanding of positive relationships and peaceful relationships, by exploring and reflecting on different aspects of friendships.
Looking after myself Looking good	Understanding the benefits of a healthy lifestyle and ways in which they can promote personal good health, safety and well-being by looking at things that might happen to a character or group of friends.
A peaceful world This is my space	Developing understanding of their environment, needs, inner peace and inclusion, equality, rights, individuality and peace by exploring and reflecting on what 'place' means to different people.
People My day your day	Exploring difference and diversity, respect, self-awareness and aspects of peace by comparing their daily life with that of others.
Decisions People of peace	This unit seeks to develop understanding of values, decision-making and ways to peace, by giving the children opportunities to explore the lives of people who have made a positive difference to the lives of others.

AN OVERVIEW OF THE UNITS AND TOPICS FOR YEARS 3 AND 4

YEAR 3

This is me Rising to the challenge	This unit provides an opportunity for the children to develop self-awareness, inner peace and skills to manage situations that might challenge them.
Belonging Belonging	Exploring what 'belonging' means and therefore developing group skills, understanding of exclusion and peaceful relationships.
Looking after myself Good health guide	This unit aims to increase understanding of the benefits of a healthy lifestyle and ways in which they can promote personal good health, safety, well-being and inner peace.
A peaceful world A better place	Developing understanding of their environment, needs, inclusion, equality, rights, individuality and peace through undertaking a group project to make 'a better place'.
People Connections	Exploring human diversity and connectivity alongside the promotion of respect and peaceful communities / global peace.
Decisions What should they do?	Promoting personal safety strategies, inner peace and peaceful relationships in different situations by exploring how a fictional person or group could respond to an unsafe everyday situation.

YEAR 4

This is me My recipe for...	Exploring the different ways to handle a range of everyday situations.
Belonging Working well	The aim of this unit is to extend the children's understanding and skills in connection to peaceful relationships by exploring positive ways of working well with others in a range of groups.
Looking after myself Is that healthy?	This unit aims to extend understanding of the benefits of a healthy lifestyle, by investigating things that don't make for a healthy and safe lifestyle.
A peaceful world An ugly world	This unit aims to develop understanding of their environment and the impact that the environment in which we live can have on peace and relationships.
People Do we all have...	The purpose of this unit is to develop their understanding of needs, rights and responsibilities.
Decisions Paths of peace	This unit is designed to deepen the children's understanding of peace and equip them with strategies that they can use in life.

AN OVERVIEW OF THE UNITS AND TOPICS FOR YEARS 5 AND 6

YEAR 5

This is me A diamond in the sky	Using the image of a multi-faceted diamond shining in a dark sky to help the children look ahead, manage change and strengthen a positive self-image.
Belonging Families	The purpose of this unit is to develop the children's understanding of what makes a positive and peace-filled family.
Looking after myself Changes	The purpose of this unit is to help the children maintain inner peace and develop strategies and learning to manage why and how their body changes during puberty in a positive way.
A peaceful world How beautiful?	The aim of this unit is to provide opportunities for the children to explore connections between the environment and paths to inner peace.
People Hurting	This unit returns to the idea of helping hands in order to promote understanding of peaceful decision-making, and how we can make a positive contribution to a community.
Decisions Decisions	The purpose of this unit is to explore their understanding of democratic processes and institutions by investigating how decisions are made in at different levels and situations.

YEAR 6

This is me Yesterday, today, tomorrow	The purpose of this unit is to help the children look ahead, manage change, strengthen positive self-image and promote inner peace by exploring personal change.
Belonging Friendship	Developing understanding of positive, peaceful friendships by reflecting on what friendship is all about.
Looking after myself Staying safe	This unit seeks to help the children maintain inner peace, understand different forms of risk and develop strategies for staying safe.
A peaceful world All children ...	The purpose of this unit is to focus on the United Nations Convention on the Rights of the Child and its impact (or not) on all children.
People Different	The purpose of this unit is to extend the children's understanding of people, discrimination and diversity.
Decisions Rules	The purpose of this unit is to explore their understanding of democratic processes and institutions, values and peaceful communities by exploring different aspects of rules in life.

YEAR 1			THIS IS ME	
Title: FACES				
The purpose of this unit is to use faces in different ways as a starting point to develop self-awareness and a positive self-image, by exploring ways in which they show similarities, differences and emotions.				
Self-portrait	Pulling Faces	. Peaceful faces	Faces	Smiles
<p>Identifying features of their physical appearance.</p> <p>Exploring their likes, dislikes, and skills.</p> <p>Reflecting on what they are good and not good at.</p>	<p>Using faces to identify emotions and reflecting on what might cause them to pull that face.</p>	<p>Exploring strategies we use to manage negative feelings in a positive way, eg when something upsets us.</p>	<p>Thinking about what faces tell us about other people.</p>	<p>Ways they can put a smile on the face of another person.</p>
<p style="text-align: center;">Learning supported</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Enable students to distinguish right from wrong and to respect the civil and criminal laws of England. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be the person they are • A voice 			<p style="text-align: center;">Some peace thoughts:</p> <p>How does understanding ourselves better promote inner peace?</p> <p>How important to inner peace is a positive self-image?</p> <p>What skills do we need to develop to manage our emotions peacefully?</p> <p>How does understanding others help to build peaceful relationships?</p> <p>How important is peace to you?</p> <p style="text-align: center;">Mother Teresa 'Peace starts with a smile.'</p>	

YEAR 1			BELONGING	
Title: HANDS OF PEACE				
The purpose of this topic is to use the theme of reaching out hands, to provide opportunities to develop positive relationships through learning about, and exploring, ways in which we can help each other and make a difference to our communities.				
Helping hands	Extending a hand	Hands of peace	Handing out a smile	A handful of peace at play
Thinking about all the different ways we help and are helped by others.	Exploring how people can be helped in different situations.	Exploring ways in which we can resolve upsets in a positive and peace-oriented way.	Looking at the different ways in which we can show people how they matter to us.	Exploring different ways in which they can lend a hand in making playground / playtimes more peaceful for people.
<p style="text-align: center;">Learning supported:</p> <p>National curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. <p>UNCRC:</p> <ul style="list-style-type: none"> • Equality • Be the person they are • A voice 			<p style="text-align: center;">Some peace thoughts:</p> <p>How can a hand held out to another take us along the paths of inner peace and peaceful relationships?</p> <p>How does a helping hand bring peace to another and to you?</p> <p>What role does a smile play when walking paths of peace?</p> <p>What values promote peaceful relationships?</p> <p>How do we find opportunities to develop the skills needed to offer and accept helping hands?</p> <p style="text-align: center;">Indira Ghandi ‘You can’t shake hands with a clenched fist.’</p>	

YEAR 1			LOOKING AFTER MYSELF	
Title: FEELING GOOD				
The purpose of this unit is to provide a range of opportunities to explore ways in which they can care for their body, stay safe and develop an understanding of the links between mental health, physical health and well-being.				
Eat it, drink it, do it	When I feel poorly	Medicines	Looking after us	Safe and sound
Setting up a healthy eating and physical activity challenge to run alongside the unit.	Reflecting on different ways we can feel poorly and strategies (including non-medicinal) for feeling better.	Exploring how medicine can help, medicine safety and alternative ways of helping us to feel better.	Identifying people who look after us in different situations.	Using different scenarios to identify everyday dangers and how to stay safe in different situations.
Lifestyle Challenge:				
The aim of this is to put what the children are learning into practice, by setting them achievable personal physical activity and healthy eating targets that have to be sustained over a period of time.				
<p style="text-align: center;">Learning supported:</p> <p>National curriculum:</p> <ul style="list-style-type: none"> • Being safe • Online relationships • Internet safety • Mental well-being • Healthy eating • Physical health and fitness • Health and prevention • Drugs, alcohol and tobacco <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage students to accept responsibility for their behaviour. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be safe • Have their needs met • Learn 			<p style="text-align: center;">Some peace thoughts:</p> <p>What are the links between feeling good physically and spiritually?</p> <p>How does feeling good help us to feel peaceful within?</p> <p>How do we help each other to develop safety skills needed to promote inner peace?</p> <p style="text-align: center;">Marcus Aurelius 'He who lives in harmony with himself lives in harmony with the world.'</p>	

YEAR 1			A PEACEFUL WORLD	
Title: PEACEFUL PLACES				
The aim of this unit is to develop understanding of peace filled community, relationships and people by exploring what makes peaceful places .				
My special place	A peaceful place	Special times	Where I live	What I think
Reflecting on a place or space that is very special to them. Why is it special and how do they feel there?	Designing a peaceful place that they can use. It could be in the classroom or elsewhere in the school and grounds.	Identifying places we go to for special events in our lives and / or the community.	Exploring their local community and identifying all the different places found there.	Thinking about what they like and dislike about their local community and why it isn't a peaceful place for people.
<p style="text-align: center;">Learning supported:</p> <p>National curriculum:</p> <ul style="list-style-type: none"> • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be the person they are • Learn • A voice • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>What make somewhere a peaceful place?</p> <p>How do we realise that we might be feeling peaceful?</p> <p>What is the connection between the environment and feeling peaceful?</p> <p>What role do people play in specialness and peaceful places?</p> <p style="text-align: center;">Roger Federer 'Once you find that peace, that place of peace and quiet, harmony and confidence, that's when you start playing your best.'</p>	

YEAR 1			PEOPLE	
Title: IT IS GOOD BEING DIFFERENT				
The purpose of this unit is to promote understanding of positive relationships, inter-personal skills, values, friendships and self-respect by investigating and celebrating ways in which we are all different.				
Our Class	Our Families	Where We live	Take 4 People	Respect
Exploring ways they are the same and different to others in their class.	Investigating ways in which they are the same and different to people they call family.	Exploring differences in their local community.	Thinking about, and celebrating, connections and differences by looking at themselves, and others they know	Reflecting on the importance to people of respecting differences.
<p style="text-align: center;">Learning supported:</p> <p>National curriculum:</p> <ul style="list-style-type: none"> • Families and people who care for me • Respectful relationships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>UNCRC:</p> <p>Equality ~ Be part of a family ~ Be the person they are ~ Learn A voice ~ Responsibility</p>			<p style="text-align: center;">Some peace thoughts:</p> <p>How can understanding that we are all different help to promote different aspects of peace?</p> <p>What does celebrating difference tell us about our values?</p> <p>Is peace just about understanding difference?</p> <p style="text-align: center;">Nelson Mandela</p> <p>‘No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.’</p>	

YEAR 1			DECISIONS	
Title: CHOICES				
The aim of this unit is to develop understanding of decisions, risks and personal values, and to learn and use decision-making skills by exploring a range of everyday decision-making scenarios.				
Into my body	Everyday risks	Deciding	Agree/disagree	True / False Right/Wrong
Exploring things that are safe and unsafe to put into the body. Possible focus on medicines safety.	Using everyday scenarios to highlight the risks and exploring safe, positive courses of actions they might take.	Exploring how they might make a decision as a group and making group decisions.	Thinking about different statements etc and whether they agree or disagree.	Exploring how they might make these decisions – looking at scenarios etc.
<p style="text-align: center;">Learning supported:</p> <p>National curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Being safe • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Enable students to distinguish right from wrong and to respect the civil and criminal laws of England. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • Encourage respect for democracy and support for participation in the democratic processes. • An understanding of how citizens can influence decision-making through the democratic process. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be safe • Learn • A voice • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>How does knowing how to keep myself safe link to feelings of inner peace?</p> <p>What peaceful actions do I need to take to keep myself, and others, safe?</p> <p>What makes a decision a peaceful one?</p> <p>Can doing the right thing lead to feelings and relationships that are not peaceful?</p> <p style="text-align: center;">Ray A Davis ‘People who insist on dividing the world into ‘Us’ and ‘Them’ never contemplate that they may be someone else’s ‘Them’.’</p>	

YEAR 2		THIS IS ME		
Title: I CAN...				
The purpose of this unit is to enhance positive self-understanding and self-respect, by providing the children with opportunities to develop personal skills by exploring what they are able to do in different situations by completing the statement ' I can.....'				
.... do all this do these well keep going	...find ways and means have private things
Developing a multi-media self-portrait based on their skills, interests etc.	Identifying how good they are at different things.	Developing strategies for resilience and perseverance.	Exploring ways and means of handling things that upset them in a positive way.	Thinking about what 'private' means, 'personal space' and secrets and privacy.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Caring friendships • Respectful relationships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Encourage respect for other people. <p>UNCRC:</p> <ul style="list-style-type: none"> • Equality • Be the person they are • Learn • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>How does a positive self-image and realistic self-awareness promote inner peace?</p> <p>How can resilience and perseverance help us walk the path of peace in life?</p> <p>Why might we need privacy in order to find peace?</p> <p>What skills do we need so we can deal with difficult situations in a way that helps to promote inner peace?</p> <p style="text-align: center;">Lyndon B Johnson 'Peace is a journey of a thousand miles and it must be taken one step at a time.'</p>	

YEAR 2		BELONGING		
Title: PEACEMAKERS				
This unit uses the idea of being a 'peacemaker' to develop understanding of positive relationships and peaceful relationships by providing the children with opportunities to explore and reflect on different aspects of friendships.				
My best friend	Tricky situations	Looking after	Upsets	Bullying
Looking at what makes someone a good friend.	Thinking about how we can get out of tricky situations with friends, in a peaceful way.	Exploring ways in which friends can look after each other – including secrets and privacy.	Exploring ways in which they can be a positive peacemaker when their friends have upsets.	Thinking about ways of looking after our friends and how we can prevent bullying by being a peacemaker.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Families and people who care for me Respectful relationships Caring friendships Being safe Online relationships Internet safety Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> Enable students to develop their self-knowledge, self-esteem and self-confidence. Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Encourage respect for other people. An understanding of the importance of identifying and combatting discrimination. <p>UNCRC:</p> <ul style="list-style-type: none"> Be the person they are Learn A voice Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p style="text-align: center;">What is a 'peacemaker'?</p> <p style="text-align: center;">What values do we need to have to be a peacemaker?</p> <p style="text-align: center;">How can we become a peacemaker- what skills do we need?</p> <p style="text-align: center;">How does being a peacemaker help to promote inner peace, peaceful relationships and a peaceful community?</p> <p style="text-align: center;">Can we always make peace?</p> <p style="text-align: center;">Eleanor Roosevelt</p> <p style="text-align: center;">'It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it.</p>	

YEAR 2		LOOKING AFTER MYSELF		
Title: LOOKING GOOD				
This unit aims to increase understanding of the benefits of a healthy lifestyle, and ways in which they can promote personal good health, safety and well-being by looking at things that might happen to a character or group of friends that they can create.				
I feel poorly	In an emergency	Clean your teeth!	Bedtime	Eat it up
Looking at the different strategies they can adopt to get better when ill – including medicines.	Using their character to develop understanding of what to do in some basic emergency situations.	Exploring dental care and hygiene.	Using their character to explore and understand the importance of sleep.	Using their character to promote an understanding of healthy eating.
The links between physical, mental and emotional health and well-being, should underpin each topic.				
Lifestyle Challenge:				
The aim of this is to support the learning above by putting it into practice through achievable physical activity and healthy eating targets that have to be sustained over a period of time.				
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Being safe • Mental well-being • Physical health and fitness • Healthy eating • Health and prevention <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. <p>UNCRC:</p> <ul style="list-style-type: none"> • Have their needs met • Learn 			<p style="text-align: center;">Some peace thoughts:</p> <p>What are the links between feeling good, physically and spiritually?</p> <p>How does feeling good help us to feel peaceful within?</p> <p>How do we help the children to develop the safety skills needed to promote inner peace?</p> <p style="text-align: center;">Virginia Woolf 'You cannot find peace by avoiding life.'</p>	

YEAR 2		A PEACEFUL WORLD		
Title: THIS IS MY SPACE				
The purpose of this unit is to develop understanding of their environment, needs, inner peace and inclusion, equality, rights, individuality and peace by exploring and reflecting on what 'place' means to different people.				
My Space	Spot the difference	Special Places	I have no home	My Home
Exploring what makes a place or space special to them.	Thinking about ways in which places should be designed for people with different needs.	Exploring places such as worship buildings, a sports stadium etc that are special to other people and why.	Focusing on the needs of refugees.	Looking at the homes of children around the world and what they tell us about their lives.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Enable students to acquire a broad general knowledge of and respect for public institutions and services in England. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour • An understanding of the importance of identifying and combatting discrimination. <p>UNCRC:</p> <ul style="list-style-type: none"> • Equality • Be the person they are • A voice • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>Why might we need space for peace?</p> <p>Why and how does exclusion put a barrier to walking paths of peace?</p> <p>What does our approach to refugees say about our peaceful values?</p> <p>How can I make a difference to someone's peace?</p> <p style="text-align: center;">John Steinbeck</p> <p>'It is strange how a man believes he can think better in a special place. I have such a place, have always had it, but I know it isn't thinking I do there, but feeling and experiencing and remembering. It's a safety place. Everyone must have one, although I never heard a man tell of it.'</p>	

YEAR 2		PEOPLE		
Title: MY DAY YOUR DAY				
This unit aims to develop understanding of difference and diversity, respect, self-awareness and aspects of peace by comparing their daily life with that of others.				
My Day	A day in the life of ...	This is <i>my</i> day	Comparing our days	Going to School
Drawing up a timeline of a typical day and include how you were feeling at different times during the day.	Comparing their day to that of a family member or someone they know.	Looking at the life of someone in another part of the world.	Following from creating 'This is <i>my</i> day', then comparing their day to that of others.	Looking at why some children don't go to school.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Families and people who care for me • Respectful relationships <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>UNCRC:</p> <ul style="list-style-type: none"> • Equality • Have their needs met • Be part of a family • Be the person they are • Learn 			<p style="text-align: center;">Some peace thoughts:</p> <p>How does learning about my life and lifestyle help me to understand my inner peace?</p> <p>How does understanding the lives of others help me to walk the path of community and global peace?</p> <p>What might be the risks to peace, of looking at the lives of others?</p> <p style="text-align: center;">Harry S. Truman</p> <p>'It is understanding that gives us the ability to have peace. When we understand the other fellow's viewpoint, and he understands ours, then we can sit down and work out our differences.'</p>	

YEAR 2		DECISIONS		
Title: PEOPLE OF PEACE				
This unit seeks to develop understanding of values, decision-making and ways to peace, by giving the children opportunities to explore the lives of ' People of Peace ' – people who have made a positive difference to the lives of others.				
A historical figure	A contemporary person	A local character	Someone they know	Them
Factors influencing their choices should include what that person did/does and also what they are like, and what impact they had on other people. The last one focuses on the children, themselves, and how they would like to be seen as a person of peace.				
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Respectful relationships <p>British Values:</p> <ul style="list-style-type: none"> Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. Encourage respect for other people. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>UNCRC:</p> <ul style="list-style-type: none"> Equality Have their needs met Be the person they are Learn A voice Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>What makes someone a person of peace?</p> <p>Can we all be peace role models?</p> <p>What sort of values and skills do we need to make a difference?</p> <p>Who is your peace hero?</p> <p>Can bringing peace to others bring peace to ourselves?</p> <p style="text-align: center;">Robert Fulghum 'Peace is not something you wish for, it is something you make, something you are, something you do, and something you give away.'</p>	

YEAR 3		THIS IS ME		
Title: RISING TO THE CHALLENGE				
‘Rising to the challenge’ provides an opportunity for the children to develop self-awareness, inner peace and skills to manage situations that might challenge them.				
I can do it	Help	I think...	Hard times	On target
Exploring and celebrating their skills and thinking about how they can positively manage the things they are weak at.	Thinking about ways of asking for help with things – why it can be a strength to need help from others.	Putting my point of view – ways of doing so positively and peacefully.	Exploring ways of managing their difficult or challenging times and situations.	Setting themselves goals and challenges – thinking about how doing that can help us.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Being safe • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Encourage respect for other people. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be the person they are • Learn • A voice 			<p style="text-align: center;">Some peace thoughts:</p> <p style="text-align: center;">What makes for a peaceful way of doing things?</p> <p style="text-align: center;">How can a realistic self-awareness help us to find peace?</p> <p style="text-align: center;">Can peace only come through success?</p> <p style="text-align: center;">Leonardo Da Vinci ‘For once you have tasted flight, you will forever walk the earth with your eyes turned skyward, for there you have been, and there you will always long to return.’</p>	

YEAR 3		BELONGING		
Title: BELONGING				
<p>The purpose of this unit is to develop understanding of what 'belonging' means and to develop group skills, understanding of exclusion and peaceful relationship through an exploration of groups that they can identify with.</p>				
Badges	Groups	Respect	Choosing	Alone
Exploring the way we use badges and images to show belonging.	Thinking about the different things we do in a range of groups that they can relate to.	Thinking about group behaviour by developing group codes of conduct.	Working in groups on a practical challenge - thinking about group dynamics.	Reflecting on what it might be like to feel that you don't belong.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Families and people who care for me Respectful relationships Caring friendships Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> Enable students to develop their self-knowledge, self-esteem and self-confidence. Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. Encourage respect for other people. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. An understanding of the importance of identifying and combatting discrimination. <p>UNCRC:</p> <p>Equality ~ Be part of a family ~ Learn ~ A voice</p>			<p style="text-align: center;">Some peace thoughts:</p> <p>What is the non-peace of loneliness like?</p> <p>What is my responsibility when building peace-filled relationships and groups?</p> <p>How might a sense of belonging help me to find peace?</p> <p>When might 'belonging' cause me to feel uncomfortable inside?</p> <p style="text-align: center;">Mother Teresa</p> <p>'If we have no peace, it is because we have forgotten that we belong to each other.'</p>	

YEAR 3		LOOKING AFTER MYSELF		
Title: GOOD HEALTH GUIDE				
This unit aims to increase understanding of the benefits of a healthy lifestyle, and ways in which the children can promote personal good health, safety, well-being and inner peace by developing an information booklet or set of sheets.				
Staying safe	In an emergency	Keeping clean	Rest and relaxation	Good inside
Looking at medicine and sun safety. It could include internet safety.	Thinking about basic first aid.	Exploring dental care and hygiene.	Using their character to explore and understand the importance of sleep, rest and relaxation.	Thinking about ways of promoting emotional health and well-being and inner peace.
Each of the above are suggestions for different pages in the booklet or separate information sheets.				
Lifestyle Challenge:				
The lifestyle challenge underpins the above by providing a sustained opportunity to put what they are learning into practice. It would enable further work to be done on healthy eating and physical activity.				
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Being safe • Mental well-being • Physical health and fitness • Healthy eating • Health and prevention <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. <p>UNCRC:</p> <ul style="list-style-type: none"> • Have their needs met • Learn 			<p style="text-align: center;">Some peace thoughts:</p> <p>What are the links between feeling good physically and spiritually?</p> <p>How does feeling good help us to feel peaceful within?</p> <p>How do we help the children to develop safety skills needed to promote inner peace?</p> <p style="text-align: center;">Buddha</p> <p>'To keep the body in good health is a duty, otherwise we shall not be able to keep our mind strong and clear.'</p>	

YEAR 3	A PEACEFUL WORLD
Title: A BETTER PLACE	
<p>The purpose of the unit is to develop understanding of their environment, needs, inclusion, equality, rights, individuality and peace through undertaking a group project to make <i>'a better place'</i>.</p>	
<p style="text-align: center;">Groups undertake a project to make somewhere a better / more peaceful place. It could be in part of the school or the local community. The expectation is that the children would have to identify why it was not a 'good' or peaceful place and develop ideas to improve it – identifying how it could become a 'better' or more peaceful place through their activities and who it is aimed at.</p>	
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An understanding of how citizens can influence decision-making through the democratic process • An understanding of the importance of identifying and combatting discrimination. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be the person they are • Learn • A voice • Responsibility 	<p style="text-align: center;">Some peace thoughts:</p> <p>How do place and peace link?</p> <p>Who are we aiming our 'better' place at – do we know how it might help them be in a peace-filled place?</p> <p>How important is peace in the process?</p> <p>What skills do we need to have in order to do something peacefully?</p> <p>Is this better place a place of the peace they want, or the peace we think they want or the peace we want them to find there?</p> <p style="text-align: center;">Adlai Stevenson 'The journey of a thousand leagues begins with a single step. So we must never neglect any work of peace within our reach, however small.'</p>

YEAR 3		PEOPLE		
Title: CONNECTIONS				
The purpose of this unit is to develop their understanding of human diversity and connectivity alongside the promotion of respect, and peaceful communities / global peace.				
This is us	All the way from	All the same	Consequences	Left out
Identifying different people in their community and exploring ways in which we are connected.	Using food and product labels to develop a network of connections to other places.	Investigating what we might have in common with others round the world.	Thinking about how others might be affected by something happening to someone else or somewhere else.	Thinking about some of the ways in which people can be discriminated against and their response to that.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Enable students to distinguish right from wrong and to respect the civil and criminal laws of England. • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. • An understanding of the importance of identifying and combatting discrimination. <p>UNCRC: Aspects of all areas</p>			<p style="text-align: center;">Some Peace thoughts:</p> <p>How does understanding our connectivity to others promote peaceful communities and an understanding of global peace?</p> <p>Is 'peace' the same world-wide?</p> <p>How might my actions cause someone I do not know to be not at peace?</p> <p>How might the actions of others or situations elsewhere impact on my peace?</p> <p style="text-align: center;">John Lennon</p> <p>'Imagine all the people living life in peace. You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us, and the world will live as one.'</p>	

YEAR 3		DECISIONS		
Title: WHAT SHOULD THEY DO?				
The purpose of this unit is to help the children develop personal safety strategies, inner peace and peaceful relationships in different situations by exploring how a fictional person or group could respond to an unsafe everyday situation.				
Emergency What to do in an emergency.	Stranger Exploring what to do in relation to stranger danger.	Internet Basic internet safety.	My space My space – reflecting on their personal space, inappropriate behaviour, touching etc.	Telling Developing positive strategies for telling others about things and people they can go to for help.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Being safe • Online relationships • Internet safety • Mental well-being • First aid <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage respect for other people. • An understanding of the importance of identifying and combatting discrimination. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be safe • Be the person they are • Learn • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p style="text-align: center;">How does being safe help us find peace?</p> <p style="text-align: center;">What skills do I need to keep myself and others safe and so walk the path of peace?</p> <p style="text-align: center;">How do I balance peace and trust?</p> <p style="text-align: center;">Jeff Cooper 'Safety is something that happens between your ears, not something you hold in your hands.'</p>	

YEAR 4		THIS IS ME		
Title: MY RECIPE FOR...				
The purpose of this unit is to develop self-awareness, understanding of emotions, inner peace, values and personal / inter-personal skills by exploring the different ways to handle a range of everyday situations.				
My recipe for a good day	My recipe for an unhappy face	My recipe for getting myself sorted	My recipe for success	My recipe for peace
Exploring different aspects of their lives – my recipe for a good day at school, a good day out, a good day with the family and friends etc.	Thinking about the things that they don't enjoy or give them challenges etc.	Finding different positive strategies that they can use to handle difficult and/or unhappy times and manage them emotionally.	Exploring ways in which they can identify, set and achieve appropriate personal targets and challenges across all aspects of life and learning.	Investigating pathways of peace.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Mental well-being • Being safe <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage respect for other people. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be the person they are • Learn • A voice • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>Is there a recipe for inner peace?</p> <p>Can peace be here all the time or does it come and go?</p> <p>How can we approach things that we don't look forward to in a peaceful way?</p> <p style="text-align: center;">St. Francis of Assisi 'A single sunbeam is enough to drive away many shadows.'</p>	

YEAR 4		BELONGING		
Title: WORKING WELL				
The aim of this unit is to extend the children's understanding and skills in connection to peaceful relationships by exploring positive ways of working well with others in group situations				
Team player Thinking about what makes a good team player in different situations.	Not a team Exploring what makes someone not a team player or how a team might not work well together.	I think.... Looking at how to put your point of view positively and respectfully.	Bullying How to recognise and respond to bullying in work groups and teams.	Odd one out Thinking about what it is when you don't fit into the group, or don't feel that you do.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Being safe • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Encourage respect for other people. • An understanding of how citizens can influence decision-making through the democratic process. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be the person they are • Learn • A voice • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p style="text-align: center;">How do we build peaceful relationships?</p> <p style="text-align: center;">What does trying to do things peacefully say about us?</p> <p style="text-align: center;">How can we respond peacefully to those who do things in an un-peaceful way?</p> <p style="text-align: center;">Do we have a duty of peace to connect with anyone that has been left out of a group that we are in?</p> <p style="text-align: center;">Queen Elizabeth II 'Lessons from the peace process are clear, whatever life throws at us, our individual responses will be all the stronger for working together and sharing the load.'</p>	

YEAR 4		LOOKING AFTER MYSELF		
Title: IS THAT HEALTHY?				
This unit aims to extend understanding of the benefits of a healthy lifestyle, and ways in which the children can promote personal good health, safety, well-being an inner peace by investigating things that don't make for a healthy and safe lifestyle				
Smoking	Alcohol	Unbalanced diet	Lack of exercise	Substances
Each of the above are suggestions for different ways in which we can mistreat our body Investigation could be done using the creation of a character who doesn't look after herself or himself.				
Lifestyle Challenge: The aim of this is to underpin the benefits of a healthy lifestyle by the children doing activities and challenges that contrast with the character created for the above areas of learning.				
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Being safe • Mental well-being • Physical health and fitness • Healthy eating • Health and prevention <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. <p>UNCRC:</p> <ul style="list-style-type: none"> • Have their needs met • Learn 			<p style="text-align: center;">Some peace thoughts:</p> <p>What are the links between feeling good physically and spiritually?</p> <p>How does feeling good help us to feel peaceful within?</p> <p>How do we help the children to develop the safety skills needed to promote inner peace?</p> <p style="text-align: center;">John F Kennedy 'Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures.'</p>	

YEAR 4		A PEACEFUL WORLD		
Title: AN UGLY WORLD				
This unit aims to develop understanding of their environment, the effects of pollution, personal values and the impact that the environment in which we live can have on peace and relationships.				
A dirty place	Clean me up	Rubbish	Animal habitats	What is important to me ?
Exploring pollution in their community and how it makes people feel.	Exploring ways they could clean up their community.	Investigating what happens to our rubbish.	Looking at how we impact on animals' habitats locally or around the world	Exploring values in relation to the environment
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • Encourage respect for other people • An understanding of how citizens can influence decision-making through the democratic process <p>UNCRC:</p> <ul style="list-style-type: none"> • Have their needs met • Learn • A voice • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>How does a hurt environment hurt our peacefulness?</p> <p>How is peace between people affected when we see them hurting our shared environment?</p> <p>Why is a peaceful environment important to me?</p> <p>Does blame help peace?</p> <p style="text-align: center;">David Attenborough</p> <p>'The only way to save a rhinoceros is to save the environment in which it lives, because there's a mutual dependency between it and millions of other species of both animals and plants.'</p>	

YEAR 4		PEOPLE		
Title: DO WE ALL HAVE...?				
The purpose of this unit is to develop the children’s understanding of values, human diversity, rights, responsibilities and their contribution to peaceful relationships and communities by reflecting on ways in which we are all connected.				
Needs	Rights	Responsibilities	A special charter	How might people feel?
Exploring what all people need, rather than want.	Exploring the concept of a ‘right’.	Reflecting on some of the responsibilities we have towards each other.	Exploring the key themes and purpose of the UNCRC.	Continuing to explore the UNCRC by looking at why and how some people don’t have those rights.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. • An understanding of the importance of identifying and combatting discrimination. <p>UNCRC:</p> <p>This unit supports learning about, and across all parts of, the UNCRC</p>			<p style="text-align: center;">Some peace thoughts:</p> <p>How can understanding of rights promote our peace and that of others?</p> <p>What are our responsibilities to others in relation to their peace and shared peace?</p> <p>Why are some people not at peace?</p> <p style="text-align: center;">Pope Francis ‘Peace is a daily commitment. It is a homemade peace.’</p>	

YEAR 4		DECISIONS		
Title: PATHS OF PEACE				
This unit is designed to strengthen a positive self-image, build good relationships, develop personal values, deepen the children’s understanding of peace and equip them with strategies that they can use in life.				
Peace	Faiths and peace	Paths of peace	Awe and wonder	Living in peace
Looking at what we might mean by peace.	Exploring the ways different faiths think about peace.	Exploring ways in which people seek inner peace.	Reflecting on what gives them the tingling feeling of awe and wonder.	Reflecting on why and how people don’t live in peace with each other.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Families and people who care for me • Respectful relationships • Caring friendships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be safe • Have their needs met • Be part of a family • Be the person they are • A voice • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>Why is it important to understand the impact of peace on our lives?</p> <p style="text-align: center;">What is peace?</p> <p>What does awe and wonder mean?</p> <p style="text-align: center;">Can we learn peace?</p> <p style="text-align: center;">Mahatma Gandhi ‘There is no ‘way to peace,’ there is only peace.’</p>	

YEAR 5		THIS IS ME		
Title: A DIAMOND IN THE SKY				
This unit takes the image of a multi-faceted diamond shining in a dark sky, to help the children look ahead, manage change, strengthen a positive self-image, deepen their values and promote inner peace.				
<p>I am a diamond</p> <p>Exploring a Self-portrait by looking at different facets of themselves – sparkling like a diamond.</p>	<p>Diamond 9</p> <p>Arranging their skills etc into a diamond 9 shape with the ones they are best at / most important the top and the poorest they are at / least important at the bottom.</p>	<p>10 minute bag</p> <p>Reflecting on what is important to them by exploring what they would put in a bag if they only had 10 minutes to do so.</p>	<p>Admiration</p> <p>Thinking about what they admire in and like about others – linking it back to them as a person.</p>	<p>. My Hero</p> <p>Thinking about role models and how they could be a role model through who and why someone is their hero.</p>
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Encourage respect for other people. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be the person they are • Learn • A voice • Responsibility 			<p style="text-align: center;">Some peace thoughts:</p> <p>How do I recognise when I know and experience inner peace?</p> <p>Who is, and what makes someone, a peaceful role model?</p> <p>How can I be a peaceful role model?</p> <p>Is it good to be proud of what we are good at?</p> <p>How can we find inner peace through those things we know we are not good at?</p> <p style="text-align: center;">Confucius ‘Better a diamond with a flaw than a pebble without.’</p>	

YEAR 5		BELONGING		
Title: FAMILIES				
The purpose of this unit is to develop the children's understanding of what makes a positive and peaceful family.				
The people I call family Exploring who they understand as family and why.	What is a family? Developing their definition of a family.	In the past Exploring different types of family structure / roles in the past and comparing with theirs.	Changes Reflecting on how families change over time.	Unhappy families Exploring what might make a family situation unhappy, why this is so and ways to get support.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Families and people who are important to me • Respectful relationships • Caring friendships • Being safe • Mental well-being <p>British Vales:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Enable students to distinguish right from wrong and to respect the civil and criminal laws of England. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. <p>UNCRC:</p> <p>Be safe ~ Have their needs met ~ Be part of a family ~ Be the person they are ~ A voice</p>			<p style="text-align: center;">Some peace thoughts:</p> <p style="text-align: center;">How can families promote peace?</p> <p style="text-align: center;">Can we be not at peace in the family situation?</p> <p style="text-align: center;">Is peace for me the same as peace for you?</p> <p style="text-align: center;">Barbara Bush 'Cherish your human connections – your relationships with friends and family.'</p>	

YEAR 5		LOOKING AFTER MYSELF		
Title: CHANGES				
The purpose of this unit is to help the children maintain inner peace and develop strategies and learning to manage why and how their body changes during puberty in a positive way.				
Changes Identifying ways in which their body changes during puberty.	Feelings Reflecting on mixed-up feelings.	Getting help Identifying people who can support us with things.	My space Discussing the notion of personal space and inappropriate behaviour.	Natural change Reflecting on how change is a part of nature.
Lifestyle Challenge: The aim of this is to use a healthy lifestyle challenge as a way of reinforcing positive change.				
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Caring friendships • Online relationships • Being safe • Internet safety • Mental well-being • Changing adolescent body • Drugs, Alcohol and Tobacco • Health and prevention <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Enable students to distinguish right from wrong and to respect the civil and criminal laws of England. • An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. • An understanding of the importance of identifying and combatting discrimination. <p>UNCRC: Be safe Have their needs met Learn Be the person they are A voice</p>			<p style="text-align: center;">Some peace thoughts:</p> <p>How might my changing body upset my peace?</p> <p>What skills do I need to keep safe and so help my path of peace?</p> <p>Is change a natural part of walking a path of peace?</p> <p style="text-align: center;">Helen Keller 'I do not want the peace which passeth understanding, I want the understanding which bringeth peace.'</p>	

YEAR 5		A PEACEFUL WORLD		
Title: HOW BEAUTIFUL?				
The aim of this unit is to provide opportunities for the children to connect with their environment in a positive way, to reinforce positive values and to explore connections between the environment and paths to inner peace.				
What makes somewhere beautiful?	What spoils the world? Part one	What spoils the world? Part two	What makes somewhere peaceful?	How do I feel?
Reflecting on what they think makes somewhere beautiful.	Exploring thoughts and attitudes to pollution.	Looking at the way people treat each other around the world.	Opportunities to explore their values and understanding of peaceful places.	Reflecting on aspects of the world eg what in the world makes me feel happy, angry, sad etc.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Enable students to distinguish right from wrong and to respect the civil and criminal laws of England. • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An understanding of how citizens can influence decision-making through the democratic process. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>UNCRC: Be the person they are ~ A voice</p>			<p style="text-align: center;">Some peace thoughts:</p> <p>How does a spoilt world damage people's peace?</p> <p style="text-align: center;">What matters most to you?</p> <p>How can we bring about peace-filled change?</p> <p>How do we stay at peace with those who hurt our world?</p> <p style="text-align: center;">Vincent van Gogh 'There is peace even in the storm.'</p>	

YEAR 5		PEOPLE		
Title: HURTING				
This unit returns to the idea of helping hands in order to promote understanding of peaceful decision-making, self-awareness, values, motivation and how we can make a positive contribution to a community.				
Helping hands	Charities	Hurting	Hurt	What should I do?
Looking at the life of someone who made a difference.	Finding out about how charities help people.	Investigating how people's actions can hurt a community.	Understanding different types of hurt and hurting.	Thinking about how they can help someone who is being hurt.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Online relationships • Being safe • Internet safety • Mental well-being • Basic first aid <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Enable students to distinguish right from wrong and to respect the civil and criminal laws of England Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • Encourage respect for other people. • An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. <p>UNCRC: Be safe ~ Learn ~ A voice ~ Responsibility</p>			<p style="text-align: center;">Some peace thoughts:</p> <p style="text-align: center;">How can we take others on the pathway of peace?</p> <p style="text-align: center;">How do I respond to those who hurt?</p> <p style="text-align: center;">How do we live in peace with those who hurt us?</p> <p style="text-align: center;">How do I feel about people who hurt other parts of the world and hurt people we don't know?</p> <p style="text-align: center;">Jack Hyles 'The reward that outdoes all others is the peace of knowing that you did right.'</p>	

YEAR 5			DECISIONS	
Title: DECISIONS				
The purpose of this unit is to explore their understanding of democratic processes and institutions by investigating how decisions are made in at different levels and situations.				
Who decides?	The Law	Deciding	Making a decision	A good debate
Thinking about who makes decisions in different groups they belong to eg school council, groups, home etc.	Exploring what a laws are.	Reflecting on how a group might come to a decision.	Making and justifying a controversial decision based on information given to them.	Practicing ways of putting their point of view to 'win' an argument or debate.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Respectful relationships <p>British Values:</p> <ul style="list-style-type: none"> Enable students to acquire a broad general knowledge of and respect for public institutions and services in England. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. An understanding of how citizens can influence decision-making through the democratic process. <p>UNCRC:</p> <ul style="list-style-type: none"> A voice 			<p style="text-align: center;">Some peace thoughts:</p> <p>How do we keep peace in a group?</p> <p>How do we manage a decision that we don't agree with?</p> <p>Is the way that we make a decision together, as important to peace as the decision we make?</p> <p>How do we keep our 'voice' peaceful?</p> <p style="text-align: center;">Mahatma Gandhi 'The day the power of love overrules the love of power, the world will know peace.'</p>	

YEAR 6		THIS IS ME		
Title: YESTERDAY, TODAY, TOMORROW				
The purpose of this unit is to help the children look ahead, manage change, strengthen positive self-image and promote inner peace by exploring personal change				
This is me! A self-portrait.	Then and now Identifying ways in which they have changed since birth.	Looking ahead Reflecting on how they will change in the future – physically, relationships, skills, thoughts etc.	New things Exploring strategies to face new things peacefully.	Safety First Thinking about how they can stay safe in their changing world.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Being safe • Mental well-being • Online relationships • Internet safety <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. <p>UNCRC:</p> <p>This unit supports learning across all areas of the UNCRC</p>			<p style="text-align: center;">Some peace thoughts:</p> <p>How do I manage change peacefully?</p> <p>How can we look forwards and backwards peacefully?</p> <p>What skills and values do I need to face the unknown, in a peaceful way?</p> <p style="text-align: center;">Peace Pilgrim</p> <p>'When you find peace within yourself, you become the kind of person who can live in peace with others.'</p>	

YEAR 6		BELONGING		
Title: FRIENDSHIP				
The purpose of this unit is to develop the children’s understanding of positive, peaceful friendships by reflecting what friendship is all about.				
What do they do with their friends?	What makes someone a good friend?	A troubled friendship	Protecting your friends	A private place
Exploring the sort of things friends do together.	Identifying the qualities of friendship.	What shouldn’t friends do to each other?	Exploring ways of helping others stay safe.	Understanding privacy and the need to respect it with each other.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationship • Caring friendships • Being safe • Mental well-being • Internet safety <p>British Values:</p> <ul style="list-style-type: none"> • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. • An understanding of the importance of identifying and combatting discrimination. <p>UNCRC:</p> <ul style="list-style-type: none"> • Be the person they are • Learn • A voice 			<p style="text-align: center;">Some peace thoughts:</p> <p>What makes a peaceful friendship?</p> <p>How can the peace between friends be damaged and how can we repair that damage?</p> <p style="text-align: center;">Plutarch</p> <p style="text-align: center;">‘I don’t need a friend who changes when I change and who nods when I nod; my shadow does that much better.’</p>	

YEAR 6		LOOKING AFTER MYSELF		
Title: STAYING SAFE				
This unit seeks to help the children maintain inner peace, understand different forms of risk and develop strategies and skills for staying safe.				
Risky business Identifying physical, emotional and relationship risks in situations.	Saying No Exploring ways to say no to friends and others positively.	Getting out of it Personal strategies for getting out of difficult situations.	Internet safety Focus on handling internet bullying and other aspects of internet safety.	Good inside Reflecting on ways to feel good inside.
Lifestyle Challenge: The aim of this is to underpin the benefits of a healthy lifestyle by the children doing activities and challenges as a way of reinforcing positive ways to manage change.				
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationship • Caring friendships • Being safe • Mental well-being • Internet safety • Online relationships <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence Enable students to distinguish right from wrong and to respect the civil and criminal laws of England. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. • Encourage respect for other people. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. • An understanding of the importance of identifying and combatting discrimination. <p>UNCRC: Be the person they are ~ Be safe</p>			<p style="text-align: center;">Some peace thoughts:</p> <p>Why is feeling safe so important to feelings of peace?</p> <p style="text-align: center;">Is risk good?</p> <p>What is more important to my peace – saying no when I know it is right to do so or going along with it for friendship?</p> <p>Do we sometimes have to break the peace to stay safe?</p> <p style="text-align: center;">Thomas à Kempis 'All men desire peace, but very few desire those things that make for peace.'</p>	

YEAR 6		A PEACEFUL WORLD		
Title: All children...				
The purpose of this unit is to focus on the United Nations Convention on the Rights of the Child and its impact (or not) on all children.				
What is it?	What do they mean to me?	Do they apply to all?	Rights and Responsibilities	Our Charter
Exploring what the charter is about and why it is needed.	Reflecting on what the headings mean to their lives.	Exploring why some children around the world don't benefit from parts of the charter.	Developing understanding of how rights and responsibilities are linked.	An opportunity to create their own children's charter.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Being safe • Mental well-being <p>British Values:</p> <p>This unit has the potential to support learning across all aspects of British Values.</p> <p>UNCRC:</p> <p>This unit has the potential to support learning across all aspects of the UNCRC and about it.</p>			<p style="text-align: center;">Some peaceful thoughts:</p> <p style="text-align: center;">Why aren't people at peace with each other?</p> <p style="text-align: center;">What is important to me?</p> <p style="text-align: center;">How do I feel about what I see around the world?</p> <p style="text-align: center;">How can children's peace be damaged by others?</p> <p style="text-align: center;">Barack Obama 'Peace is not merely the absence of visible conflict. Only a just peace based on the inherent rights and dignity of every individual can truly be lasting.'</p>	

YEAR 6		PEOPLE		
Title: DIFFERENT				
The purpose of this unit is to extend the children's understanding of people, relationships, diversity, discrimination, values and peace.				
Why?	You and Me	Gang or group?	Discrimination	Challenging people
Thinking about why it is good to be different.	Exploring how we should behave towards people who are different to us and how we would want to be treated.	Exploring the positives and negatives of both.	Reflecting on forms of discrimination.	Behaviours, attitudes and people they find challenging – how to manage that peacefully and positively.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> Families and people who care for me Respectful relationships Caring friendships Mental well-being Being safe <p>British Values:</p> <ul style="list-style-type: none"> Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures. Encourage respect for other people. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. An understanding of the importance of identifying and combatting discrimination. <p>UNCRC: Learning across all aspects of the UNCRC can be supported through this unit.</p>			<p style="text-align: center;">Some peace thoughts:</p> <p>When can being different hurt our inner peace and peaceful relations?</p> <p>Does a community need difference for peace?</p> <p>Why is discrimination anti-peace?</p> <p>What happens when there is a conflict between my peace and your peace?</p> <p style="text-align: center;">Benjamin Franklin 'He that would live in peace and at ease must not speak all he knows or all he sees.'</p>	

YEAR 6		DECISIONS		
Title: RULES				
The purpose of this unit is to explore their understanding of democratic processes and institutions, values and peaceful communities by exploring different aspects of rules in life				
What is important?	Wright or wrong?	Why rules?	When someone does something wrong	Wrong – the bigger picture
Developing their personal values.	Exploring the difference between legally right or wrong, and between morally right or wrong.	Reflecting on why we need rules in different situations.	Exploring how we might respond to people who do something wrong to us.	Exploring how we might respond to people who do something wrong to others.
<p style="text-align: center;">Learning supported:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Respectful relationships • Caring friendships • Mental well-being <p>British Values:</p> <ul style="list-style-type: none"> • Enable students to distinguish right from wrong and to respect the civil and criminal laws of England • Enable students to acquire a broad general knowledge of and respect for public institutions and services in England • Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England • An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour <p>UNCRC:</p> <ul style="list-style-type: none"> • Be safe • Be the person they are • A voice 			<p style="text-align: center;">Some peace thoughts:</p> <p style="text-align: center;">Is it always possible to stay at peace with someone?</p> <p style="text-align: center;">How do rules help and hinder peace?</p> <p style="text-align: center;">How do we peacefully challenge what we believe to be wrong?</p> <p style="text-align: center;">Seamus Heaney Whether it be a matter of personal relations within a marriage or political initiatives within a peace process, there is no sure-fire-do-it-yourself kit.'</p>	

Appendix A

The new health and relationships curriculum requirements

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners

- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources.

Appendix B

British Values

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal laws of England.
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

Appendix C

The United Nations Convention on the Rights of the Child

Article 1

Everyone under the age of 18 has all the rights of this convention

Article 2

The Convention applies to everyone, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to all children.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use rights properly.

Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7

All children have the right to a legally registered name and nationality. Also, the right to know, and as far as possible, to be cared for by their parents.

Article 8

Governments should respect children's right to a name, nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13

Children have the right to get and share information, so long as that information is not damaging to them or others.

Article 14

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters

Article 15

Children have the right to meet together and join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their home.

Article 17

Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them

Article 20

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23

Children who have any kind of disability should have special care and support, so that they can live full and independent lives.

Article 24

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have the right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries to achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30

Children have the right to learn and use the customs of their families, whether these are shared by the majority of the people in the country or not.

Article 31

All children have a right to relax and play, and to join a wide range of activities.

Article 32

The Government should protect children from work that is dangerous, or might harm their health or education.

Article 33

The Government should provide ways of protecting children from dangerous drugs.

Article 34

The Government should protect children from sexual abuse.

Article 35

The Government should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children under 16 to join the army.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Articles 41 – 54

These are about ways in which the United Nations, Governments and adults should work together to ensure that all children get all their rights.

Appendix D

The United Nations Convention on the Rights of the Child as divided for the PSHCE Framework

All children have the right to:

Be treated in the same way - Equality	
Article 1	Everyone under the age of 18 has all the rights of this Convention.
Article 2	The Convention applies to everyone, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
Article 3	All organisations concerned with children should work towards what is best for each child.
Article 4	Governments should make these rights available to all children.
Article 20	Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.
Article 21	When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.
Article 22	Children who come into a country as refugees should have the same rights as children born in that country.
Article 23	Children who have any kind of disability should have special care and support, so that they can live full and independent lives.
Be safe	
Article 3	All organisations concerned with children should work towards what is best for each child.
Article 9	Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 11	Governments should take steps to stop children being taken out of their own country illegally.
Article 16	Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their home.
Article 17	Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.
Article 19	Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
Article 20	Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.
Article 32	The Government should protect children from work that is dangerous, or might harm their health or education.
Article 33	The Government should provide ways of protecting children from dangerous drugs.
Article 34	The Government should protect children from sexual abuse.
Article 35	The Government should make sure that children are not abducted or sold.
Article 36	Children should be protected from any activities that could harm their development.
Article 37	Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.
Article 38	Governments should not allow children under 16 to join the army.
Article 39	Children who have been neglected or abused should receive special help to restore their self-respect.
Article 40	Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Have their needs met	
Article 3	All organisations concerned with children should work towards what is best for each child.
Article 6	All children have the right to life. Governments should ensure that children survive and develop healthily.
Article 20	Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.
Article 23	Children who have any kind of disability should have special care and support, so that they can live full and independent lives.
Article 24	Children have the right to good quality health care, to clean water, nutritious food, and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.
Article 25	Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.
Article 26	The government should provide extra money for the children of families in need.
Article 27	Children have the right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.
Be part of a family	
Article 5	Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use rights properly.
Article 7	All children have the right to a legally registered name, and nationality. Also the right to know, and as far as possible, to be cared for by their parents.
Article 8	Governments should respect children's right to a name, nationality and family ties.
Article 9	Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10	Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
Article 14	Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
Article 18	Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
Article 30	Children have the right to learn and use the customs of their families, whether these are shared by the majority of the people in the country or not.
Be the person they are	
Article 7	All children have the right to a legally registered name, and nationality. Also the right to know, and as far as possible, to be cared for by their parents.
Article 8	Governments should respect children's right to a name, nationality and family ties.
Article 12	Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.
Article 14	Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
Article 15	Children have the right to meet together and join groups and organisations, as long as this does not stop other people from enjoying their rights.
Article 23	Children who have any kind of disability should have special care and support, so that they can live full and independent lives.
Article 29	Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.
Article 30	Children have the right to learn and use the customs of their families, whether these are shared by the majority of the people in the country or not.

Article 37	Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.
Article 38	Governments should not allow children under 16 to join the army.
Article 39	Children who have been neglected or abused should receive special help to restore their self-respect.
Learn	
Article 13	Children have the right to get and share information, so long as that information is not damaging to them or others.
Article 14	Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
Article 15	Children have the right to meet together and join groups and organisations, as long as this does not stop other people from enjoying their rights.
Article 17	Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children can understand, and should not promote materials that could harm children.
Article 28	All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries to achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.
Article 29	Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.
Article 30	Children have the right to learn and use the customs of their families, whether these are shared by the majority of the people in the country or not.
Article 31	All children have a right to relax and play, and to join a wide range of activities

A Voice	
Article 12	Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.
Article 13	Children have the right to get and share information, so long as that information is not damaging to them or others.
Article 14	Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
Responsibility	
Article 5	Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use rights properly.
Article 13	Children have the right to get and share information, so long as that information is not damaging to them or others.
Article 14	Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters
Article 15	Children have the right to meet together and join groups and organisations, as long as this does not stop other people from enjoying their rights.

Appendix E

Links between our UNCRC 8 categories and this framework's topic headings

Be treated in the same way - Equality					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This is me Belonging People	This is me A peaceful world People Decisions	Belonging People	People		This is me A peaceful world People

Be safe					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Looking after myself Decisions		People Decisions	People Decisions	Belonging Looking after myself People	This is me Looking after myself A peaceful world People Decisions

Have their needs met					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Looking after myself	Looking after myself People Decisions	Looking after myself People	Looking after myself A peaceful world People Decisions	Belonging Looking after myself	This is me A peaceful world People
Be part of a family					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This is me People	People	Belonging People	People Decisions	Belonging	This is me A peaceful world People

Be the person they are					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belonging	This is me	This is me	This is me	This is me	This is me
A peaceful world	Belonging	A peaceful world	Belonging	Belonging	Belonging
People	Looking after myself	People	People	Looking after myself	Looking after myself
	People	Decisions	Decisions	A peaceful world	A peaceful world
	Decisions				People
					Decisions

Learn					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Looking after myself	This is me	This is me	This is me	This is me	This is me
A peaceful world	Belonging	Belonging	Belonging	Looking after myself	Belonging
People	People	Looking after myself	Looking after myself	People	A peaceful world
Decisions	Decisions	A peaceful world	A peaceful world		People
		People	People		
		Decisions			

A voice					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belonging	Belonging	This is me	This is me	This is me	This is me
A peaceful world	Looking after myself	Belonging	Belonging	Belonging	Belonging
People	Decisions	A peaceful world	A peaceful world	Looking after myself	A peaceful world
Decisions		People	People	A peaceful world	People
			Decisions	People	Decisions
				Decisions	

Responsibility					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A peaceful world	This is me	A peaceful world	This is me	This is me	This is me
People	Belonging	People	Belonging	People	A peaceful world
Decisions	Looking after myself	Decisions	A peaceful world		People
	Decisions		People		
			Decisions		

Appendix F

Healthy Lifestyle Challenges

Physical health and fitness	
<p>National curriculum requirements:</p> <p><i>The children should know:</i></p> <p>the characteristics and mental and physical benefits of an active lifestyle,</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise,</p> <p>the risks associated with an inactive lifestyle (including obesity),</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>Examples of possible challenges:</p> <p>Play moving about games for xx playtimes over xx weeks.</p> <p>Do xx sessions of high energy, physical activity in a week for xx weeks.</p> <p>Increase the amount of physical activity you do each week for xx weeks.</p> <p>Do xx minutes of high energy, physical activity with someone in your family or a friend at least once a week for xx weeks.</p> <p>Teach or demonstrate a new physical activity or skill to at least xx people.</p> <p>Try a new physical activity with someone in your family or a friend.</p> <p>Improve your skills in PE or other physical activities in or out of school.</p> <p>Set yourself a sporting challenge or goal that you can achieve in xx weeks.</p> <p>Create a weekly diary (with drawings) of someone who doesn't have an active lifestyle.</p> <p>Finger Tips – five tips (one for each finger on a hand) for paths you could go down if you are worried about anything (including health).</p> <p>Complete a detailed activity chart for a week.</p>

Healthy Eating

National curriculum requirements:

The children should know:

what constitutes a healthy diet (including understanding calories and other nutritional content,

the principles of planning and preparing a range of healthy meals,

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the principles of planning and preparing a range of healthy meals,

the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Examples of possible challenges:

Eat your '5-A-Day' every school day for **xx** weeks.

Drink **xx** glasses of water on **xx** days in a week for **xx** weeks.

Have a healthy breakfast every school day for **xx** weeks.

Choose a healthy snack out of school at least **xx** times in a week for **xx** weeks.

Have **xx** different balanced meals with your family.

Have a balanced meal at lunchtimes at least **xx** times a week for **xx** weeks.

Try **xx** new healthy foods.

Keep a food diary of everything you eat during **xx** school weeks.

Prepare **xx** healthy meals with their parents/ carers.

Create a set of menus for a week.

Set a 'labels' challenge to look at what is in foods.

Create a calorie comparison plate – exploring comparative calories in foods.

Make a model of a set of teeth 'attacked' by different things.

Health and prevention

National curriculum requirements:

The children should know:

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body,

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer,

the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn,

about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist,

about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing,

the facts and science relating to allergies, immunisation and vaccination.

Examples of possible challenges:

Go to bed at an agreed time without being told to at least **xx** times a week for **xx** weeks.

Keep a sleeping diary to show how much they sleep in a week.

Wash at least twice a day, every day for **xx** weeks without being reminded.

Clean your teeth twice a day without being reminded every day for **xx** weeks.

Create a sun-safety leaflet or pack.

Make a model of a set of teeth 'attacked' by different things.

Keep a hand washing record for a week.

Create short stories about Mr / Miss Sleepy and Miss / Mr Sleep-filled.

Finger Tips – five tips (one for each finger on a hand) for paths you could go down if you are worried about anything (including health).

Create a 'health' box filled with examples of things that can support or reflect a healthy lifestyle – include mental and emotional health when setting it up.

Basic first aid

National curriculum requirements:

The children should know:

how to make a clear and efficient call to emergency services if necessary,

concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Examples of possible challenges:

Call certificate – demonstrating that they could make a call about a given scenario eg a friend is injured or they see something suspicious or a fire.

Any first aid challenges should follow guidelines / courses set out by recognised national organisations such as St John's Ambulance and the Red Cross