



Peaceful PSHCE

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

By David Holmes



‘Peaceful PSHCE’

A new 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

David Holmes has worked in education for over thirty years as teacher, head teacher, education advisor and trainer. He has taught in a wide variety of schools and achieved several highly successful Ofsted inspections.

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 pupils’ 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’ guidance 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.)

1. Welcome to Peaceful PSHCE!

Peaceful PSHCE is a new and creative approach to exploring Personal, Social, Health and Citizenship Education. It is built around accepted good practice and experience and offers an opportunity to enable and empower our children's personal and social growth within an ethos and culture of personal and collective peace.

This guidance is written in response to the new curriculum for primary schools in England and Wales. It has the potential to be used by all primary schools and could form a co-ordinated approach to personal learning, discovery and growth across a range of different settings.

Peaceful PSHCE is *not* a prescriptive scheme of work. It is a framework on and around which you can create an approach to PSHCE that suits your context and learning needs. The following pages do not detail what you must teach, when and how. What this approach offers is a **holistic approach** that you can own and which will provide:

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

Peaceful PSHCE 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 well-being through what is taught and how and why.

'Peace-full' education in its widest terms is at the heart of this new 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:
 1. inner peace,
 2. peaceful relationships,
 3. peaceful communities,
 4. global peace.
- develop their skills as peaceful people and peace makers,
- 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-full' 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.

Fundamental to the success and purpose of any personal, social, health and citizenship education are its links to the real world.

If children do not have opportunities to put what they learn into practice and if it doesn't have a positive effect on their attitudes, behaviours and values away from the lesson, then it serves no purpose!

PSHCE is about Impact. **Peaceful PSHCE** 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 just to learning, but 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 in reflecting what you have achieved and how the children have grown as people through what you have done in it, do so in conjunction with the above. **How does it 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 a morning, to be picked up again when they leave – they bring it in with them. We have to run with and embrace that because that is what real education is about, that is what good PSHCE is about, it is certainly what **Peaceful 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. **Peaceful PSHCE** is not so much about personal, social, health and citizenship *education*, it is personal, social, health and citizenship *exploration*.

Whilst all education should be about learning through exploration, PSHCE still can be! It can justifiably remain a wonderful adventure. It can be about finding new paths, new ways, making real life-affecting decisions and exciting discoveries about ourselves and others.

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** 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 that will be found within 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 ourselves as a person and ourselves as part of the group/community.

2. Explaining the framework

Peaceful PSHCE is designed to be used with children from Years 1 to 6. The Foundation Stage has not been included as much of the curriculum for these children covers the essentials of PSHCE. Hopefully the approaches and culture adopted for PSHCE with other age groups will automatically apply to the Foundation Stage.

Although structured and presented around separate year groups, the Peaceful PSHCE 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. Equally, the Year Two framework could be used in the first year, with the Year One framework forming the second year and so on with the other year groups.

Peaceful PSHCE is built around the same 6 core units for each year group:

- **This is me**
- **Belonging**
- **My body**
- **My world**
- **People**
- **Taking a closer look**

Six were chosen deliberately to facilitate planning in that one could be done each 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 'My body' from the Year Two framework during the same academic year.

Each unit has a specific theme or area of focus, introduced through a key question, for example in 'Year 1 - Taking a closer look' the theme or focus for this unit is the positive and negative aspects of risk-taking. The theme is introduced through the question: 'What might happen if?' There are then 5 suggested topics that can be used as a way of answering that question. Again, using the example of 'Year 1 - Taking a closer look', the 5 topics are:

- Into my body – exploring things that are safe and unsafe to put into the body.
- Everyday risks – thinking about the risks linked to decisions that could be taken.
- Feeling good – exploring ways positive risks can make them feel good inside.
- Saying no – thinking about the risks and skills involved in saying 'no' to friends.
- Telling – when we should tell others about something.

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/planning.

Using 5 topics has again been done deliberately to avoid being too prescriptive and tight with time. Some things, as all teachers know, need more time than others and 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 at your professional discretion.

Each unit has a list of possible learning outcomes that could be achieved 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 the topics to facilitate the flexibility of approach that underpins the framework. For example in 'Year 1 - Taking a closer look' the possible learning outcomes include:

- awareness of different types of risks,
- be able to identify risks in situations,
- able to assess simple risks,
- understand that risks can be positive,
- have strategies to deal with different situations,
- understand why it is important to tell others about some things,
- have the ability to say 'no' in a positive and peaceful way,
- appreciate the feelings of others,
- the development of personal values,
- awareness of what it is to feel 'good' inside,
- personal safe and positive strategies to feel good,
- awareness of differences between people.

The different units also include the QCA non-statutory learning objectives that could be met through it. These have been included to enable referencing to accepted external objectives. To save space they have been numbered – please see Appendix B for the details.

In a few cases, where there are strong links to other areas of the curriculum, these have been flagged up in the unit, for example in 'Year 1 - Taking a closer look' there is a close link with the learning outcomes for *computing*.

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 not a support to teaching and learning.

The framework that is, **Peaceful PSHCE** allows for specific projects to be put into 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 disaster or bereavement.

Two projects have been included as part of the framework. They are the:

- **United Nations Convention on the Rights of the Child (UNCRC)**
- **Healthy Lifestyle Challenge.**

Both sit particularly well within the **Peaceful PSHCE** framework and offer a different approach to the children's learning about themselves and other. As with all other aspects of the framework, neither is prescriptive but offer a new perspective to be adopted, adapted and used as needed.

3. 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 not only at a strategic planning or over-arching level but in a real day-to-day sense.

Given its importance to their lives (and those of others) we must give our children and young people all opportunities to explore and reflect on what it is about and its meaning for themselves and their peers around the world, hence its inclusion as a key element in this new framework for PSHCE.

The UNCRC has the potential to open up an exciting new pathway into learning about:

- what it is,
- how it impacts on their lives
- global education,
- citizenship,
- economic education,
- values education,
- personal spirituality,
- relationships,
- self-understanding,
- respect,
- responsibility,
- rights,
- difference, diversity and cohesion,
- inter-dependence.

Using the UNCRC for learning offers our children and young people a new perspective on understanding themselves and others. It sets learning into a global context as well as opening up an opportunity to develop historical skills and appreciation as they explore some of the reasons behind why some children do not have their rights and obligations met.

To make the UNCRC more accessible to our young people, and for easier use, the 41 articles that are at the heart of children's rights can be combined into the following 10 'rights' that encapsulate their essence, purpose and meaning:

All children in the world have the right to:

- be treated in the same fair way,
- go to school,
- be the special person that they are,
- have a say in things that affect them,
- keep some things private,
- food and clean water,
- live in a clean and safe place,
- be part of a caring family,
- be kept safe and well,
- be a child.

In exploring the UNCRC with our children, it is important to:

- establish an age-appropriate understanding of what we mean by 'rights',
- balance our rights with our responsibilities,
- stress the importance of respect,
- note that some of the issues will need handling with the greatest of care, given their potential impact on the children.

4. The healthy lifestyle award (more in Appendix A)

As part of **Peaceful PSHCE**, it is suggested that the children undertake a healthy lifestyle challenge as part of their learning. The purpose of this is to celebrate and enhance understanding of personal health and well-being by providing a structured framework and incentives that will encourage and enable children and their families to engage with, sustain and extend positive and healthy lifestyles in a way that is holistic, different, fun and challenging.

As with other parts of the **Peaceful PSHCE** framework, the following ideas are offered as suggestions that can be used, adapted and configured in a wide range of ways to meet individual school needs and situations.

All the activities on offer here have been tried, tested and well-received by children, parents and schools. They draw on the *Derbyshire Healthy Schools'* highly successful healthy lifestyle and 'Peak of Health' awards that were taken up by a significant number of schools across the county and used to great effect with a lot of positive feedback from all involved.

The children's activities are grouped into 6 sections as follows:

- ❖ Me
- ❖ My Learning
- ❖ Relationships
- ❖ Balanced Eating
- ❖ Physical Activity
- ❖ Looking after Myself

The reason for this is to show that a healthy lifestyle is not just about eating and exercise. It is about all of the things above and it is strongly recommended that the children are able to engage with them all in some way as part of their healthy lifestyle challenge.

Some of the challenges that have been used by schools in different ways are shown in **Appendix A**. Again they should be seen as a starting point to be developed and used as needed, not a prescriptive or definitive list of what must be done.

The challenges have been divided into 2 sets based on their emphasis. Set A tends to focus on a 'project' emphasis whilst set B puts the stress on sustained 'doing'. This is to give the children opportunities for both thinking and doing around a healthy lifestyle.

All the challenges are designed to:

- be achievable by all children,
- be sustainable,
- challenge,
- engage parents, carers and other family members,
- be fun.

The Set A challenges are a useful classroom based set of activities with the Set B activities being done on an individual basis at both home and school.

The Set A challenges can also be done away from the classroom with designated PSHCE healthy lifestyle time being used:

- for reflection,
- to enhance and extend understanding,
- introduce the children to new / different activities,
- assess progress with the award.

The challenges and the award in general can be used in a whole range of ways, for example:

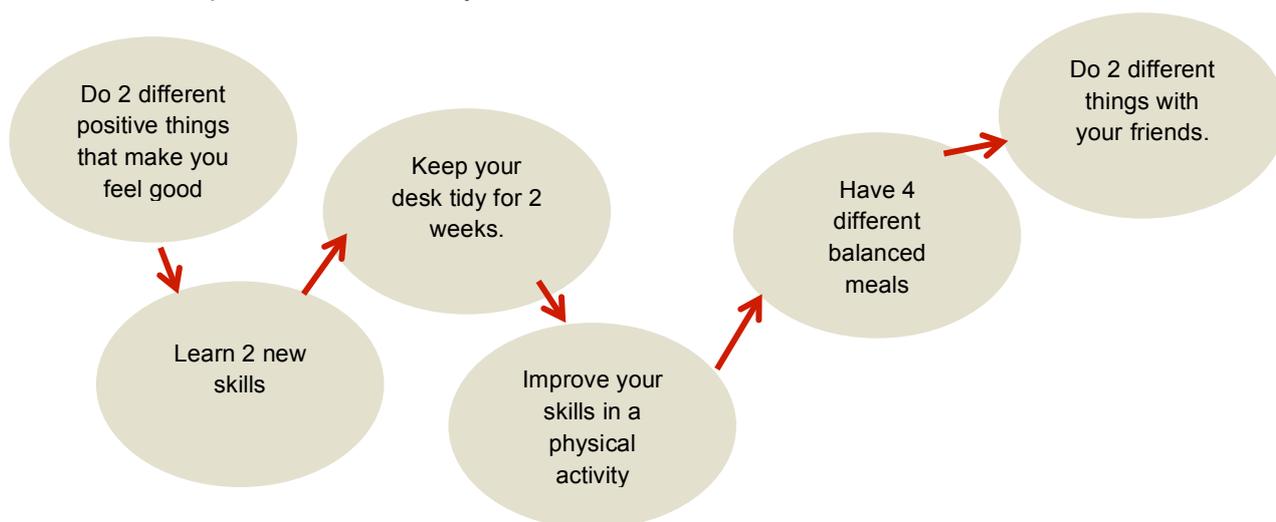
- Focus on one section each week, with the children undertaking different challenges from that section.
- Structure what the children have to do into levels such as Bronze, Silver and Gold. One way to do this is that if they complete 1 Set B challenge from each section over the term they achieve the Bronze level, 2 tasks achieves Silver and 3 the Gold level. An alternative using this approach could be to select certain challenges as being Bronze Level, others as Silver and then Gold, for example from 'My learning' (see Appendix A)

BRONZE LEVEL: Work well on your own at school at least **xx** times a week for **xx** weeks.

SILVER LEVEL: Read at home **xx** number of times, and discuss/review the books xx number of times with someone.

GOLD LEVEL: Work at home without being told to at least **xx** times a week for **xx** weeks.

- A third way of approaching the healthy lifestyle challenge is to select different challenges and arrange them on a pathway or 'route'. When the children have completed the route they have achieved the award:



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 the school and the children.

The figures and times given in the challenges are examples of the sorts of things that have been used by schools. Like all things in this framework, if you are using the ideas, then do please adapt them to meet your needs and what can realistically be achieved by the children and families concerned.

Specific amounts/timescales have been deliberately excluded from the challenges so that you can take ownership of what is appropriate to your situation and children.

5. Assessing pupils' progress in 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:

- 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 around:

- 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 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 adult and pupil reflection. 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**, 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:

1. inner peace,
2. peaceful relationships,
3. peaceful communities,
4. 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 convenient linear way,
- successful PSHCE manifests itself over time and many different places,
- stay peaceful !

As said at the beginning, **Peaceful PSHCE** 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 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**

Please take this new framework for Personal, Social, Health and Citizenship **exploration!**
Adopt, adapt and make it yours and
above all...

ENJOY THE JOURNEY!

6. The Peaceful PSHCE framework

An overview of the key questions for each unit:

	This is Me	Belonging	My Body	My World	People	Taking a Closer Look
Year 1	What makes me, ME?	How do we show we care?	Healthy lifestyle challenge	How can I make my world a better place?	How am I connected to others?	What might happen if ...?
Year 2	What is important to me?	What is friendship?	How can I look after myself?	What makes places special?	What is the UNCRC?	What did they do?
Year 3	How do I do things?	How do we show belonging?	Healthy lifestyle challenge	What do people do?	Who do I see?	What should I do?
Year 4	What is my recipe for?	How can we work well together?	What can we learn about drugs to help keep us safe?	How are we all connected?	What should we all have?	How do people walk paths of peace?
Year 5	What does growing up mean?	What makes people good citizens?	What is my changing body all about?	What do we do with our money?	Who are our heroes?	Who makes decisions and how?
Year 6	Who do I see?	What should they do?	Healthy lifestyle challenge	Where do people find peace?	Is it good to be the same?	What is in the news?

The following pages show the units in detail for each year group.

Year 1

Year 1 - This is Me The purpose of this unit is to develop self-understanding and a positive self-image by exploring the question: ‘What makes me, ME?’				
Self-portrait Highlighting and celebrating positive things about themselves.	Where would I put myself...? Using such things as a continuum, pyramid and diamond nine to explore how they see their knowledge, skills, values and attitudes.	Different faces Thinking about what might trigger different emotions in them by looking at a variety of facial expressions.	A changing face Looking at what might cause them to have an unhappy face, and developing positive strategies for turning it into a happy face.	Peaceful paths Reflecting on what we might mean by inner peace and how it might be experienced.
KS1 QCA objectives that could be covered: 1 A – E 2 A 5 B	Potential learning outcomes include: <ul style="list-style-type: none"> • increased and improved self-awareness and understanding, • an understanding of all the things that make us who we are, • improved understanding of their strengths and weaknesses, • understanding their different emotions and how they arise, • awareness of their values and attitudes, • an understanding of facial expression and body language, • strategies and skills for personal reflections, • an understanding of peace and pathways to peace, • strategies and skills to experience inner peace. 			
Curriculum Links: Art, Music and Drama	<i>This unit offers an opportunity to reinforce different aspects of personal peace through its emphasis on personal reflection and understanding. By getting to know themselves better, and stressing the positive, the children have the opportunity to be a happier and more contented person and therefore more at peace inside.</i>			

<p>Year 1 - Belonging</p> <p>The purpose of this unit is to promote positive relationships, interpersonal skills and belonging through thinking about: ‘How do we show we care?’</p>				
<p>Helping hands</p> <p>Thinking about all the different ways we help and are helped by others.</p>	<p>Helping groups</p> <p>Finding out how various charities help others.</p>	<p>Sorting upsets</p> <p>Exploring ways in which they can resolve upsets in a positive and peace-oriented way.</p>	<p>Putting a smile on their face</p> <p>Looking at the different ways in which we can show people that they matter to us.</p>	<p>Playground / classroom pal</p> <p>Reflecting on how we can tell when others might need us to be there for them and ways in which we can help them.</p>
<p>KS1 QCA objectives that could be covered:</p> <p>1C 2 B F H 4 A – E 5 A - H</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • positive relationships with different people, • understanding of different emotions, • understanding of ways in which people might need help, • ways of giving and receiving help, • knowledge of groups and organisations that can offer different help, • awareness of local and national charities and what they do, • understanding what can cause upsets between people, • appreciating the difference between deliberate and accidental upsets, • awareness of how upsets might affect people, • positive skills to resolve upsets with others and between others, • awareness of peaceful ways to resolve issues. <p><i>This unit provides an opportunity to promote both inner peace and peaceful relationships through its focus on supporting each other.</i></p>			

<p>Year 1 - My Body</p> <p>The purpose of this unit is to develop an understanding of what it means to have a healthy lifestyle, and to understand the benefits of such a life style, through taking part in a Healthy Lifestyle Challenge - see Appendix A for ideas.</p>	
<p>KS1 QCA objectives that could be covered:</p> <p>1 D E 3 A B E 5 B D</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • improved physical skills, • the opportunity to do new activities, • understanding how the body works, • understanding the need for a balanced diet, • understanding what a balanced diet is, • appreciating the need for personal hygiene, • setting personal goals and challenges, • awareness of the energy levels in different activities, • appreciating the link between physical and emotional health and well-being.
<p>Curriculum links:</p> <p>Design and Technology (cooking)</p> <p>Physical Education</p>	<p><i>This unit can help to promote inner peace by making the link between feeling physically and emotionally good and being at peace through that. Pupils' inner peace can also be promoted through the achievement of the challenges and the positive feelings that can generate.</i></p>

Year 1 - My World The purpose of this unit is to promote their connection with the world around them and develop their understanding of their environment, what might spoil it and ways in which to improve it - by thinking about: 'How can I make my world a better place?'				
Feeling my way Undertaking a 'feelings' audit of the school to identify places where they (and/or others) might feel secure, unhappy, peaceful etc.	A peaceful place Designing a peaceful place that they can use. It could be in the classroom or elsewhere in the school and grounds.	My special place Reflecting on a place or space that is very special to them. Why is it special and how do they feel there? Respecting the individual nature of such spaces.	A spoilt world Investigating their locality and identifying ways in which it is spoilt for them and others. Thinking about what could be done to protect and improve it.	Happier, healthier lunchtimes Thinking about ways in which lunchtimes could be improved for both pupils and adults.
KS1 QCA objectives that could be covered 1 A B 2 A B C E F G H 4 A B E 5 A C - H	Potential learning outcomes include: <ul style="list-style-type: none"> • an understanding of feelings, • increased awareness of other people's feelings, • improved understanding of the school, • an improved school, • simple auditing and presentational skills, • an understanding of peace, • understanding the point of view of others, • design skills, • increased spiritual awareness, • understanding ways in which the environment can be spoilt, • identifying priorities, • planning skills, • appreciating that others might have different perspectives on things, • an understanding of sustainable development, • budgeting skills, • understanding of 'personal space'. 			
Curriculum links: Design and Technology Geography (A spoilt world)	<p><i>This unit offers the potential to support both peaceful communities and global peace through its focus on places. It can also reinforce elements of inner peace through the spaces designed and lunchtimes.</i></p>			

Year 1 - People The purpose of this unit is to develop relationships and understanding of others, and connections by exploring the question: 'How am I connected to others?'				
My networks Building up networks to show all the people they are connected to nearby and how.	Around the world Thinking about ways in which they are connected to others around the world and vice-versa. Beginning to investigate inter-dependence.	If....Then Exploring some of the possible consequences of our decisions and actions on others and ourselves.	Sharing Looking at what they have in common with others – the things that help to keep people together, eg. shared activities, beliefs, resources.	The same but different Celebrating the diversity of their community and exploring the positive aspects of being different together.
KS1 QCA objectives that could be covered 2 F 4 A C D 5 E F G	Potential learning outcomes include: <ul style="list-style-type: none"> • understanding who they are connected to and how, • appreciation of people networks, • awareness of interdependence, • awareness of difference and diversity, • awareness of how others live in the world, • understanding different types of consequences, • awareness of some of the things that we have in common with each other, • appreciation of the positive aspects of diversity and shared things, • self-awareness, • better understanding of their community and school / family etc. 			
Curriculum links: Geography	<i>This unit can encourage peaceful relationships through its emphasis on positive connections between people.</i>			

Year 1 - Taking a Closer Look				
<p>The purpose of this unit is to develop the pupils' awareness and understanding of the positive and negative aspects of risks, by asking the question: 'What might happen if...?'</p>				
Into my body	Everyday risks	Feeling good	Saying no	Telling
<p>Exploring things that are safe and unsafe to put into the body. Possible focus on medicines safety.</p>	<p>Using everyday scenarios to highlight the risks involved and exploring different safe and positive courses of actions and decisions they might take.</p>	<p>Exploring ways in which positive risks can make them feel good inside, eg.</p> <p>trying out for a team or trying something new.</p>	<p>Looking at how we can say no to friends and the risks involved in doing so.</p> <p>Thinking about the positive ways we can say no.</p>	<p>Thinking about how and when they should tell others about things. Focus on risky situations and telling adults about what their friends or other children have done or might be doing.</p>
<p>KS1 QCA objectives that could be covered</p> <p>1 C 2 A – D 3 A F G 4 A D E 5 B D G H</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • an awareness of different types of risks, • being able to identify risks in situations, • the ability to assess simple risks, • understanding that risks can be positive, • strategies to deal with different situations, • an understanding of why it is important to tell others about some things, • the ability to say no in a positive and peaceful way, • appreciating the feelings of others, • the development of personal values, • awareness of what it is to feel 'good' inside, • personal safe and positive strategies to feel good, • an awareness of differences between people. 			
<p>Curriculum links:</p> <p>Computing</p>	<p><i>This unit can support the development of both inner peace and peaceful relationships through the way in which it provides positive strategies that the children can take ownership of when in difficult situations.</i></p>			

Year 2

Year 2 - This is Me

The purpose of this unit is to develop self-understanding and a positive self-image by exploring the question: **‘What is important to me?’**

Specialness	My hero	Values	Choices	Rules
<p>Exploring people, places, times and things that are important to them and why.</p>	<p>Thinking about people they look up to and what makes them a role model.</p>	<p>Using a simple values pyramid or diamond nine shape with simple values statements to explore what is important to them.</p>	<p>Thinking about different scenarios, what choices they would make and why, eg. <i>they have promised to play with one friend but then someone else invites them to see a film they want to go.</i></p>	<p>Making up their ‘rules for life’ – a personal code of conduct.</p>
<p>KS1 QCA objectives that could be covered:</p> <p>1 A – D 2 C D 3 A 5 A D G</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • understanding of what is important to them, • the development of personal values, • appreciation of what a role model is, • appreciation of what makes someone a good role model, • opportunities to make real decisions and choices, • understanding of how we make choices, • making a personal code of conduct, • appreciation of different codes of conduct adopted by different people. <p><i>This unit can help the children to strengthen their inner peace through the opportunities it provides them for personal reflection and understanding of their values.</i></p>			

Year 2 - Belonging				
The purpose of this unit is to promote positive relationships, interpersonal skills and belonging through thinking about: 'What is friendship?'				
Friends	Networks	Upsets	Bullying	Peace Pals
Thinking about what makes someone a good friend.	Making up a friendship network for all their friends and thinking about why they are a friend.	Exploring ways in which they can be a positive peacemaker when friends have upsets.	Using ways of looking after our friends to begin exploring bullying.	Thinking about ways in which peace-filled times and reflection can be a shared experience.
KS1 QCA objectives that could be covered: 1 C 2 C D F H 4 A – E 5 A – H	Potential learning outcomes include: <ul style="list-style-type: none"> • understanding of what makes someone a good friend, • appreciation of what they do with their friends, • awareness of who their friends are, • awareness of what qualities they see and like in their friends, • understanding how accidental upsets can occur, • appreciating the difference between accidental and deliberate upsets, • understanding what bullying is, • developing strategies for responding to bullying in a positive way, • developing peace-making strategies between friends/with friends, • exploring different emotions, • appreciating that there are different ways to deal with issues, • celebration of their friendships, • contributing positively to the life of the groups they are in. <p><i>This unit provides a good opportunity to promote peaceful relationships through its stress on the positive aspects of friendships.</i></p>			

Year 2 - My Body				
The purpose of this unit is to promote an understanding and awareness of how they can care for themselves by asking the question: 'How can I look after myself?'				
Eating	Activity	Hygiene	Feeling ill	Feeling good
Exploring what is meant by a balanced diet and how that helps us to look after ourselves.	Different forms of exercise and why we need it.	The importance of personal hygiene and how to maintain it.	The different strategies we can adopt to get better when ill – including medicines	Feeling good on the inside: ways of promoting their emotional health and well-being.
KS1 QCA objectives covered could include: 1 C 3 A – C E – G 5 B D H	Potential learning outcomes include: <ul style="list-style-type: none"> • improved physical skills, • the opportunity to do new activities, • an understanding of how the body works, • understanding the need for a balanced diet, • understanding what a balanced diet is, • appreciating the impact of an imbalanced diet, • appreciating the need for personal hygiene, • an understanding of the effects of poor hygiene, • awareness of the energy levels of different activities, • appreciating the link between physical and emotional health and well-being, • being able to adapt different strategies to help them feel better when ill, • understand ways of taking medicines, • experience different ways of promoting their emotional well-being. 			
Curriculum links: Design and Technology (cooking and nutrition) Physical Education	<i>This unit can help to support inner peace as part of a holistic approach to feeling good both physically and emotionally.</i>			

Year 2 - My World The purpose of this unit is to promote their connection with the world around them and develop their understanding of different environments and how they can impact on them by asking the question: 'What makes places special?'				
My special places Places that are special to them and what makes them so.	People places Exploring places that are special to people for different reasons – places of worship, football grounds, parks in towns etc.	Beautiful and ugly Thinking about places where we like and don't like to be.	Needing a place Reflecting on why some people might need to have a place especially made for them.	For you... Designing a special place for a pet or animal (in a zoo).
KS1 QCA objectives that could be covered: 1 A – C 2 A B E – H 4 A – C 5 A C D G	Potential learning outcomes include: <ul style="list-style-type: none"> • identifying how and why places are special to them, • to know what places are seen as special by different groups, • reflecting on what makes a place 'special', • reflecting on why they don't like some places, • appreciation of different animal habitats, • an understanding of why some people need a special place, • awareness of different disabilities, • understanding of how a disability can affect everyday living, • understand themselves and others better, • awareness of how the body works/doesn't work, • an understanding of animal needs, • an appreciation of how animal habitats affect their existence. 			
Curriculum links: Design and Technology Geography	<i>This unit can reinforce understanding of peaceful communities through the way in which it aims to help the children connect with their environment.</i>			

Year 2 - People The purpose of this unit is to develop an understanding of their rights, responsibilities and respect by exploring the question: ‘What is the United Nations Convention on the Rights of the Child?’				
The right to be treated in the same way. The right to go to school for free.	The right to be the special person that they are. The right to have a say in things that affect them.	The right to keep some things private. The right to be part of a caring family.	The right to food and clean water. The right to live in a clean and safe place.	The right to be kept safe and well. The right to be a child.
KS1 QCA objectives that could be covered: 1 A – C 2 A – C F 4 A – E 5 B	Potential learning outcomes include: <ul style="list-style-type: none"> • an understanding of what the 10 statements mean, • beginning to understand the concept of a ‘right’, • knowing that with rights come responsibilities, • appreciating that we all have the right to be respected, • appreciating that respect has to be earned, • a better understanding of other people, • an awareness of difference and diversity, • appreciating that not all children are treated the same way, • knowing that some children do not have the UNCRC met. <p><i>By focusing on the UNCRC we can support the children’s awareness of global peace by reflecting on those children who do not have their rights met as well as strengthening pupils’ inner peace through the emphasis on them being a person in their own right.</i></p>			

Year 2 - Taking a Closer Look

The purpose of this unit is to develop the pupils' awareness and understanding of peace by focusing on people who have made a contribution to the peace of others by asking the question: **'What did they do?'**

The following are suggestions only – the people chosen can be related to History studies or Literacy.

Mother Theresa	Florence Nightingale	Nelson Mandela	Francis of Assisi	Henri Dunant (Red Cross)
<p>KS1 QCA objectives that could be covered:</p> <p>2 E F 4 C D 5 C</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • knowing about some famous people, • appreciating their contribution to peace, • reflecting on their own understanding of peace, • reflecting on what peace means to people, • the exploration of different pathways to peace, • an appreciation that people can change. 			
<p>Curriculum links:</p> <p>History</p>	<p><i>This unit offers a unique opportunity to promote all aspects of peace by looking at the different contributions to peace made by the people chosen.</i></p>			

Year 3 - This is Me

The purpose of this unit is to develop self-understanding and a positive self-image by exploring the question: **'How do I do things?'**

<p style="text-align: center;">Skills</p> <p>Exploring and celebrating their skills and thinking about how they can positively manage the things they are weak at.</p>	<p style="text-align: center;">Help</p> <p>Thinking about ways of asking for help with things – why it can be a strength to need help from others.</p>	<p style="text-align: center;">I think...</p> <p>Putting my point of view – ways of doing so positively and peacefully.</p>	<p style="text-align: center;">Hard times</p> <p>Ways of managing their difficult or challenging times and situations.</p>	<p style="text-align: center;">On target</p> <p>Setting themselves goals and challenges – thinking about how doing that can help us.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>1 A B C 2 F 3 E 4 A</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • developing their self-awareness and understanding, • becoming more aware of their strengths and weaknesses, • the development of positive attitudes to both strengths and weaknesses, • accepting that we are not good at everything, • developing realistic strategies for managing 'weaknesses', • awareness of where they can get different types of help, • being able to ask for help, • an awareness that help isn't always helpful, • an ability to put their point of view positively and peacefully, • being able to accept, respect and challenge the views of others, • how to disagree in a positive and peaceful way, • recognising the different times and situations that they could find challenging, • the development of positive and peaceful strategies to manage difficult moments and situations, • being able to set realistic personal goals, • the ability to assess whether they have achieved a goal, • an awareness of how personal targets can be useful. <p><i>This unit can support pupils' inner peace through the skills and self-confidence it aims to promote.</i></p>			

Year 3 - Belonging				
<p>The purpose of this unit is to develop understanding of what 'belonging' means through thinking about the question: 'How do we show belonging?'</p>				
Networks Creating a network of the all the different groups they belong to, eg: family, school, class, community, clubs.	Groups Thinking about the different things we do in different groups – some will be general and some specific.	Badges Exploring the way we use badges and images to show belonging.	Working together Working together in groups – positive actions etc.	Alone Reflecting on what it might be like to feel that you don't belong.
KS2 QCA objectives that could be covered: 2 D E 4 A C E	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • an awareness of all the groups they belong to, • having an understanding of their role in each group, • being aware of different groups' expectations, • knowing the different things they do in each group, • understand how badges help to show belonging, • know some key local, national and international badges and symbols, • aware that badges and brand images give us certain expectations, • be able to work positively and constructively on different task in groups, • be able to work positively in different sized groups, • an appreciation of why it is important that groups work as a whole, • appreciate the different skills needed to work in a group, • have empathy with those who might feel excluded from a group, • have an understanding of some of the reasons why people are excluded, • appreciate why people might want to excluded others. <p><i>This unit is a useful way of promoting peaceful relationships through its stress on togetherness in different ways.</i></p>			

Year 3 - My Body

The purpose of this unit is to develop an understanding of what it means to have a healthy lifestyle, and to understand the benefits of such a life style, through taking part in a **Healthy Lifestyle Challenge** - see **Appendix A** for ideas.

KS2 QCA objectives that could be covered:

1 B C
3 A B

Potential learning outcomes include:

- improved physical skills,
- opportunities to do new activities,
- understanding how the body works,
- understanding the need for a balanced diet,
- understanding what a balanced diet is,
- appreciating the need for personal hygiene,
- setting personal goals and challenges,
- awareness of the energy levels in different activities,
- appreciating the link between physical and emotional health and well-being.

This unit can help to promote inner peace by making the link between feeling physically and emotionally good and being at peace through that. Pupils' inner peace can also be promoted through the achievement of the challenges and the positive feelings that can generate.

Year 3 - My World

The purpose of this unit is to develop understanding of work and an appreciation of what is done in their community and around the world by asking the question:

'What do people do?'

<p>Local jobs</p> <p>Auditing the local community to investigate the range of occupations.</p>	<p>World jobs</p> <p>Looking at the ways in which people are employed in other communities around the world.</p>	<p>Children</p> <p>Exploring child labour round the world.</p>	<p>Volunteering</p> <p>Sorting the things people do into paid and unpaid – thinking about why people do unpaid work.</p>	<p>Skilled people</p> <p>Exploring the skills people have for different types of work.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>1 F G 2 H 4 A B F</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • a greater awareness of their community, • know some of the jobs done by people in the community, • be able to identify broad employment groups, • understand the difference between paid and unpaid work, • have a greater understanding of different ways people work around the world, • be able to compare and contrast the lives of others with their own, • know what child labour is, • understand why children work in different parts of the world, • appreciate changing work patterns over time in this country – child labour, • development of their personal values, • an awareness of different reasons for unpaid work, • appreciate that different jobs need different skills, • know some of the skills some jobs might need. <p><i>By getting a better understanding of what is happening their community we can underpin different aspects of what a peaceful community can be about.</i></p>			

Year 3 - People

The purpose of this unit is to develop their understanding of human diversity by asking the question: **'Who do I see?'**

<p>Images</p> <p>Looking at images of people – what do we see in them – what do they tell us about the person?</p>	<p>Sorting</p> <p>Sorting images of people using different criteria.</p>	<p>Disability?</p> <p>Reflecting what and who they see when they see a disabled person – thinking about whether we can see disability and what might be meant by that term.</p>	<p>Role models</p> <p>Exploring their role models and what makes a good role model.</p>	<p>Discrimination</p> <p>Thinking about some of the ways in which people can be discriminated against and their response to that.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>1 A 2 A C K 4 C – G</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • be able to identify different emotions from facial expressions, • reflect on what might be happening and what the people in the different images might be feeling, • awareness of body language, • be able to group people using different criteria, • be aware of how and why they are grouping people, • an appreciation of stereotyping and discrimination, • understand what disability means, • be aware of different disabilities and how they might affect someone, • awareness of the ways in which people manage the challenges of a disability, • know that not all disabilities can be seen and that not all disabilities are physical, • understand what a role model is, • be able to identify their role models, • know what makes a good role model, • be aware of ways in which people are discriminated against, • development of their personal values, • appreciation of what it is like to be the victim of discrimination, • awareness of why some people discriminate against others, • the development of peaceful ways of challenging discrimination. <p><i>This unit can support peaceful relationships, inner peace and peaceful communities through the way it develops the children's understanding of others and therefore themselves.</i></p>			

Year 3 - Taking a Closer Look				
The purpose of this unit is to help the children develop personal safety strategies for different situations by asking the question: 'What should I do?'				
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.
KS2 QCA objectives that could be covered: 3 3 – G 4 G	Potential learning outcomes include:			
Curriculum links: Computing	<ul style="list-style-type: none"> • knowing what to do in different emergencies, • be able to do basic first aid, • development of personal safety strategies for different situations, • understand what personal space means, • understand ways in which personal space can be invaded, • know why it is important to tell others about some things, • appreciate that we should also keep some things private, • be able to identify risks in different situations. 			
<i>This unit can help the children's inner peace by making the link between it and safety in different situations.</i>				

Year 4

Year 4 - This is Me

The purpose of this unit is to develop self-awareness and understanding by exploring the question: 'What is my recipe for...?'

<p>My recipe for a good day</p> <p>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.</p>	<p>My recipe for an unhappy face</p> <p>Thinking about the things that they don't enjoy or give them challenges etc.</p>	<p>My recipe for getting myself sorted</p> <p>Finding different positive strategies that they can use to handle difficult and/or unhappy times and manage them emotionally.</p>	<p>My recipe for success</p> <p>Exploring ways in which they can identify, set and achieve appropriate personal targets and challenges across all aspects of life and learning.</p>	<p>My recipe for peace</p> <p>Investigating pathways to inner peace.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>1 A – C E 2 E F 4 G</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • developed self-awareness, • understanding of their emotions, • the ability to identify what makes them feel good, • understanding of what challenges them, • appreciation of their likes and dislikes, • know that likes etc. can change, • development of positive strategies to manage the things they find challenging, • appreciate what different worries are, • be able to set realistic personal targets for different aspects of their life, • be able to adopt realistic and appropriate strategies to achieve those targets, • appreciate that not meeting targets does not mean failure, • deepened understanding of personal peace, • greater confidence to follow different paths of peace with success. <p><i>The 'recipes' offer another opportunity for the pupils to think positively about themselves and so build their self-esteem and image that in turn is linked to inner peace.</i></p>			

Year 4 - Belonging				
The purpose of this unit is to develop the children's understanding of others and inter-personal relationship skills through the question: 'How can we work well together?'				
Team player Thinking about what makes a good team player in different situations.	Team working Examples of how to work well together.	Working disagreements How to deal with disagreements in a working group.	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.
KS2 QCA objectives that could be covered: 2 D E F 4 A E	<p>Potential learning outcomes:</p> <ul style="list-style-type: none"> • understand what makes a good team player, • appreciation of the skills needed to be a good team player in different situations, • awareness of the different skills needed to be a solo achiever, eg being an individual sport person compared to a team sport, • be able to identify why disagreements might arise in a working group, • be able to adopt positive peaceful strategies to manage group disagreements, • respect for others and their views, • able to keep on task with others, • an appreciation of how bullying can occur in working groups, • the development of positive personal and collective strategies to respond to bullying in a work group or team, • reflection of why people might not fit into a group or team, • appreciate how people might feel in that situation, • development of strategies to identify when and how people might feel excluded, • develop strategies to help people feel and be included in group or team. <p><i>The emphasis on positive group/team relationships in this unit should be a good vehicle for developing peaceful relationships between the children and enhancing their understanding of what they are about.</i></p>			

Year 4 - My Body

The purpose of this unit is to develop the children's understanding of substance use and misuse and to help them develop values and skills that will keep them safe by asking the question: **'What can we learn about drugs to help keep us safe?'**

<p>What are drugs?</p> <p>Thinking about legal and illegal drugs.</p>	<p>Why do people take drugs?</p> <p>Thinking about why people take drugs – including medicines.</p>	<p>Does legal mean safe?</p> <p>Exploring the risks and potential consequences of legal, illegal and banned substances. There can be an emphasis on sports people.</p>	<p>Staying safe</p> <p>Developing strategies to stay safe in difficult situations.</p>	<p>Good inside</p> <p>Thinking of alternative ways to feel good inside.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>1 B C 2 K 3 A D – G 4 G</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • knowing that all medicines are drugs but not all drugs are medicines, • know that caffeine and nicotine are drugs, • appreciating the different reasons people have for using drugs, • know that legal does not mean safe, • awareness of what drug dependence means and this is not always negative eg medicine dependence, • appreciate that some substances are legal but banned, • understand why sports ban some substances, • developed personal values in relation to drug use, • able to identify drug related risks in different situations, • awareness of some of the potential consequences of substance use and misuse, • developed positive strategies to manage drug-related risk situations safely, • know how to use medicines safely, • appreciating that there are non-drug ways of making ourselves feel good/better, • able to identify different safe alternatives to drugs. <p><i>This unit offers a way into thinking about how they can feel at peace knowing that they have the skills to stay safe and look after themselves.</i></p>			

Year 4 - My World The purpose of this unit is to promote the children's understanding of sustainable development, networks and inter-dependence through the question: 'How are we connected?'				
A local development Thinking about how things could be affected by a local development eg, a new supermarket or the closure of a factory.	A new project Planning a new project for the area or school – thinking about how things are connected.	Food networks Thinking about where we get our food from – trade networks.	Decisions Exploring the ways decisions made here can impact on others round the world and vice versa.	Keeping it going Exploring the concept of fair trading and sustainable development.
KS2 QCA objectives that could be covered: 1 A 2 A D E I J K 4 A B	Potential learning outcomes include: <ul style="list-style-type: none"> • appreciating the different consequences of a decision, • understanding their local community, • appreciating different feelings and attitudes, • able to identify positive and negative consequences, • awareness that those are different for different people, • appreciate how things are connected, • be able to prioritise, • be able to make a collective decision, • able to resolve conflict peacefully and positively, • awareness that it is not always possible for everyone to agree, • appreciate where our food comes from, • appreciate the impact of a decision, • awareness of the fair trade movement, • appreciate what fair trade might mean, • understand inter-dependence, • appreciate how we depend on others and each other, • appreciate what is meant by sustainable. <p><i>Peaceful communities and global peace can be reinforced through this unit. It offers opportunities for the children to connect with, and understand others in a way that is beyond the immediate.</i></p>			
Curriculum links: Geography				

Year 4 - People				
The purpose of this unit is to develop their understanding of rights and responsibilities using the question: 'What should we all have?'				
<p>The UNCRC</p> <p>Taking an overview of what the UNCRC says all children should be able to expect.</p>	<p>What does it mean?</p> <p>Exploring what some of them mean for children around the world and/or for themselves.</p>	<p>Who are we?</p> <p>Reflecting about things that make people who they are eg family, work, community, faith, etc.</p>	<p>Needs and wants</p> <p>Reflecting on the difference between needs and wants.</p>	<p>Expectations</p> <p>Thinking about what all people should be able to expect from each other – possibly creating their own charter.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>2 E I J 4 A B C E F</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • understanding the key principles of the UNCRC, • awareness of what a 'right' is, • know that some children do not have their rights met under the UNCRC, • be able to reflect on how the articles of the UNCRC might be seen in lives, • reflection on what makes us who we are, • know that many factors affect us as a person, • appreciation of the difference between needs and wants, • awareness of how that applies to their life, • know ways in which some children do not have their needs met, • developed personal values, • positive peaceful strategies to help others, • be able to identify what we should all be able to expect from each other in different ways eg attitudes, behaviour, respect. <p><i>Looking at the UNCRC offers the children an opportunity to reflect on themselves and others and to understand how it can help them to find peace through mutual respect, knowledge and self-awareness.</i></p>			

Year 4 - Taking a Closer Look The purpose of this unit is to deepen the children's understanding of peace by exploring: 'How do people walk paths of peace?'				
People of peace Looking at the lives of peaceful/peace-filled people.	Faiths and peace Exploring the ways different faiths think about peace.	Paths of peace Exploring different peace paths together.	Awe and wonder Reflecting on what gives them the tingling feeling of awe and wonder.	Living in peace Reflecting on ways people can live in peace with each other.
KS2 QCA objectives that could be covered: 1 A B 2 E	Potential learning objectives include: <ul style="list-style-type: none"> • know about peace-full people around the world and in history, • opportunities to reflect on what it means to be seen as a person of peace, • appreciate how different faiths explore peace, • be able to explore paths of peace with others, • awareness of different paths of peace, • awareness of what awe and wonder is, • opportunities to reflect on times when they have felt 'wow', • opportunities to reflect on times and moments that have been really special to them, • appreciation of things that are precious to them and why, • experience examples of ways in which people can live in peace, • appreciate why some people and places are not at peace. 			
Curriculum links: Art, Music, Drama	<p><i>This unit offers a special opportunity to bring together all four aspects of peace, to explore what they might mean and to make connections between them and life.</i></p>			

Year 5

Year 5 - This is Me

The purpose of this unit is to develop self-awareness and manage personal change through the question: **‘What does growing up mean?’**

Changes	Looking ahead	Changing roles	Rites of passage	Peaceful change
<p>Exploring ways in which they have changed since coming to school or being born.</p>	<p>Looking ahead to changes that they will go through.</p>	<p>Exploring the ways in which roles and responsibilities change as we grow up.</p>	<p>Reflecting on the way in which we celebrate growing up – rites of passage.</p>	<p>Exploring ways of managing personal change in a peaceful way.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>1 B C F 2 D 4 C</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • understanding ways in which they have changed, • an appreciation of why we change, • understanding that we change physically and emotionally, • understand how our relationships change, • appreciating how they might go on changing, • understand that some changes happen to all while others are individual, • an understanding of how our roles and responsibilities change, • appreciating the roles of others, • know about the ways in which faiths and groups celebrate rites of passage, • increased self-understanding, • awareness of how adulthood is and has been marked in their community, • skills to manage the process of change. <p><i>The aim of this unit is to help the children look forward, to understand that change is natural and what sort of changes they might expect. The emphasis is on positive coping strategies that can be accompanied by peaceful ways of doing things and feeling at peace through the handling of change.</i></p>			

Year 5 - Belonging				
<p>The purpose of this unit is to develop the children's understanding of, and skills as a citizen through the question: 'What makes people good citizens?'</p>				
<p>Poor citizens</p> <p>Exploring ways in which people aren't good citizens and the consequences of that.</p>	<p>A perfect world</p> <p>Thinking about how they would want people to behave in a 'perfect' community and world.</p>	<p>Making changes</p> <p>Exploring ways in which we can change things that we don't like in the community, country and the world.</p>	<p>Laws</p> <p>Thinking about how rules are made – democratic processes and institutions.</p>	<p>My community</p> <p>Exploring their own community to highlight the positives and negatives.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>2 A – K 4 A B E F</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • understanding what citizenship means, • knowing some of the ways in which people class behaviours as poor citizenship, • appreciating the consequences of those behaviours, • developed personal and collective values, • identifying behaviours they and others would class as good citizenship, • appreciating how decisions are made locally and nationally, • be able to identify what they don't like about their community, country and world both collectively and personally, • strategies to present an argument, • ability to prioritise effectively, • be able to identify the positives and negatives others see in their community, • appreciation of why some people might not be good citizens, • understanding of how some behaviours leave others un-peaceful. <p><i>This unit offers a chance to reinforce the children's understanding and experiences of community peace and peaceful relationships as it explores how people behave towards each other. The positive aspects of 'good' community behaviour etc. can reinforce peaceful feelings.</i></p>			

Year 5 - My Body				
<p>The purpose of this unit is to help the children manage and understand why and how their body changes during puberty by asking the question: 'What is my changing body all about?'</p>				
<p>Changes</p> <p>Identifying ways in which their body changes during puberty.</p>	<p>Feelings</p> <p>Reflecting on mixed-up feelings.</p>	<p>Getting help</p> <p>Identifying people who can support us with things.</p>	<p>My space</p> <p>Discussing the notion of personal space and inappropriate behaviour.</p>	<p>Natural change</p> <p>Reflecting on how change is a part of nature by looking at the ways in which other things change.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>1 C D E 2 B C 3 A F G 4 C G</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • knowing about the ways in which their body will change during puberty, • understanding why the body changes, • know that we all change at different rates, • understanding that feelings can get mixed up during puberty, • strategies to positively manage mixed feelings, • be able to identify people who can support them during puberty, • understand what personal space is, • know ways in which personal space can be invaded, • understand why some forms of behaviour are inappropriate and could cause upset, • developed personal values, • strategies for responding in a positive and peaceful way to invasions of personal space, • understand that all things change, • awareness of ways in which other living things change and why. <p><i>The aim of this unit is to help the children understand what puberty is about physically and emotionally. By doing that we can help them to approach it in a peace-filled way.</i></p>			

Year 5 - My World				
<p>The purpose of this unit is to develop the children's understanding of money through the question: 'What do we do with our money?'</p>				
<p>What is money?</p> <p>Thinking about why we have money – how would we manage without it?</p>	<p>A project</p> <p>Making a product to sell – focus on costs and profits – could be for a charity.</p>	<p>What should we get?</p> <p>Deciding what to buy – eg a group project with a set budget to buy play equipment – priorities, sustainability, and decision-making.</p>	<p>Local work</p> <p>Looking at how people earn their money in the local community – paid and unpaid work including voluntary work.</p>	<p>A world view</p> <p>Reflecting on incomes and spending power around the world.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>1 F G 2 D J</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • knowing why we have money, • understand how we use money, • awareness of the different forms we have for spending eg cash, cards, cheques, • reflecting on what life would be like without money, • development of a product and marketing it, • being able to prioritise, identify requirements and adapt ideas and strategies, • working positively with others, • understanding what sustainability means, • appreciating different forms of employment in the local community, • appreciation of why some people do unpaid work, • awareness of some of the key voluntary work done in their community, • reflection on different incomes around the world and its spending power in that community. 			
<p>Curriculum links:</p> <p>Design and Technology</p> <p>Geography</p>	<p><i>Although there are no obvious links to peace in this unit, there is a connection because an emphasis can be placed on ethics and values that show respect for others, the self and the environment.</i></p>			

Year 5 - People The purpose of this unit is to develop their understanding of difference, diversity, themselves and society by asking: 'Who are our heroes?'				
Famous people Learning about how famous people have changed the world.	My hero Thinking about who and what makes a good role model – their hero?	Their hero Finding out who different people have as their hero.	Unreal people Learning about people through fictional characters.	A good example Reflecting on how we can be a role model.
KS2 QCA objectives that could be covered: 1 C E 2 B D E F K 4 B – G	Potential learning outcomes include: <ul style="list-style-type: none"> • knowing about some famous people from the past who have had a big impact on the world (positively and negatively), • identifying key people in the world today, • appreciating the impact they had on the world, • to know what a role model is, • positive personal views on the qualities a good role model should possess, • able to identify their role models and say why, • appreciating who the role models and heroes are for other people and why, • being able to talk to different people, • identifying their favourite fictional characters, • appreciation of how some fictional characters have a global recognition, • reflection on the sort of things we take on board from role models, • know that role models are not perfect people, • reflecting on what sort of role model we would like to be and to whom, • appreciation of the qualities we would need to possess as that role model, • reflecting on how we can be a good role model in school and/or other groups we are a part of. <p><i>By exploring different people and role models, we are reinforcing a positive image of different people, especially those who help others to feel good in different ways and the importance of positive relationships.</i></p>			

Year 5 - Taking a Closer Look

The purpose of this unit is to explore their understanding of democratic processes and institutions by asking **'Who makes decisions and how?'**

<p>Who decides?</p> <p>Thinking about who makes decisions in different groups they belong to eg school council, groups, home etc</p>	<p>Parliament</p> <p>Exploring the ways in which laws are made in this country.</p>	<p>Deciding</p> <p>Reflecting on how a group might come to a decision.</p>	<p>Who makes decisions?</p> <p>Exploring who might make the decision in different situations.</p>	<p>A good debate</p> <p>Practicing ways of putting their point of view to 'win' an argument or debate.</p>
<p>KS2 QCA objectives that could be covered:</p> <p>2 A B D E F G K 4 A</p>	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • knowing different decision-making groups, • understanding the different ways decisions can be made, • appreciating that some people have the authority to make decisions affecting others, • awareness about who makes the decision in different situations, • beginning to appreciate accountability with decision-making, • know how our laws are made in a basic way, • understand what an MP does and how he or she is chosen, • appreciating the concept of consensus, • able to put their point of view clearly, positively and peacefully. <p><i>By helping the children to understand how decisions are made, and by helping them to develop their own decision-making skills, we have the opportunity to promote involvement, ownership and connections all of which can help to build a positive culture and therefore the potential to find peace through it.</i></p>			

Year 6

Year 6 - This is Me The purpose of this unit is to help the children look ahead and manage change, and to strengthen positive self-image by asking: 'Who do I see?'				
This is me Exploring different forms of a self portrait.	Hopes and fears Exploring their hopes and fears for secondary school – helping them to manage the change.	Values Reflecting on what is important to them.	Admiration Thinking about what they admire in and like about others – linking it back to them as a person.	Keeping the peace Exploring how they might face new challenges and maintain inner peace.
KS2 QCA objectives that could be covered: 1 A B C E 2 E K 4 C	Potential learning outcomes include: <ul style="list-style-type: none"> deepened self-awareness and understanding, awareness of changes that will be facing them, improved personal coping skills, understanding of what is important to them and why, skills enabling them to hold fast to their values, understanding of others, awareness of emotional and spiritual health, appreciation of how we relate to people, the development of art and drama skills, an appreciation of how arts can help express our emotions, understanding ways of expressing their feelings, celebration of their achievements. 			
Curriculum links: Art, Music, Drama	<p style="text-align: center;"><i>This unit offers opportunities to help the children explore inner peace as they explore who they are as a person.</i></p>			

Year 6 - Belonging				
The purpose of this unit is to develop communication and personal safety skills by asking the question: 'What should they do?'				
Bullies What should I do when I see someone being bullied by others?	Hard times Handling difficult group situations in a positive way.	Secrets When shouldn't secrets be kept?	Celebrating Thinking about the importance of sharing and celebrating good times together.	Sharing the peace Finding time to be peaceful and quiet with others – ways this can be done.
KS2 QCA objectives that could be covered: 1 E 2 C D E 3 A E F G 4 A D E G	Potential learning outcomes include:			
Curriculum links: Computing	<ul style="list-style-type: none"> • understanding forms of bullying, • the development of personal values, • positive skills to respond to bullying situations, • group relationship skills, • strengthened ability to understand others, • understanding of why some secrets should not be kept, • an appreciation of personal space, • able to take appropriate peaceful actions to stay safe • able to take appropriate and peaceful actions to keep others safe, • group peace-keeping skills, • understanding that disagreements should be about issues not people, • able to appreciate why it is important to celebrate together, • exploration of things that people and groups celebrate and why, • be able to walk paths of peace with others. 			
<p><i>This Unit gives an opportunity to explore peaceful relationships with the children through the positive and peaceful way in which challenging situations can be managed. This in turn can reinforce inner personal peace.</i></p>				

Year 6 - My Body

The purpose of this unit is to develop an understanding of what it means to have a healthy lifestyle, and to understand the benefits of such a life style, through taking part in a **Healthy Lifestyle Challenge** - see **Appendix A** for ideas.

KS2 QCA objectives that could be covered:

1 B C E
3 A B

Potential learning outcomes include:

- improved physical skills,
- opportunity to do new activities,
- understanding of how the body works,
- understanding the need for a balanced diet,
- understanding what a balanced diet is,
- appreciating the need for personal hygiene,
- setting personal goals and challenges,
- awareness of the energy levels of different activities,
- appreciating the link between physical and emotional health and well-being.

Curriculum links:

Design and Technology
(cooking and nutrition)

Physical Education

This unit can help to promote inner peace by making the link between feeling physically and emotionally good and being at peace through that. Pupils' inner peace can also be promoted through the achievement of the challenges and the positive feelings that can generate.

Year 6 - My World The purpose of this unit is to develop the children's 'appreciation' of diversity, awe and wonder by asking: 'Where do people find peace?'				
Special places around the world Exploring places around the world associated with peace and spiritual well-being.	Ways people find peace Thinking about some of the ways people find peace – might be people they know.	Local peaceful places Places in the community that different people find peaceful and why.	People who work for peace Exploring the wide range of organisations that promote peace.	Peaceful places in the fictional world Where do characters in books find peace and well-being?
KS2 QCA objectives that could be covered 1 B E 2 E 3 A 4 B	Potential learning outcomes include: <ul style="list-style-type: none"> • knowledge of special places around the world, • understanding of who they are special to and why, • understanding of ways in which people find peace, • appreciation of ways in which this can be faith and non-faith based, • appreciation of where others think of as peaceful places in the locality, • appreciation of why people find them peaceful, • awareness of why people might need to find peace, • understanding of some of the key global peace workers and agencies, • knowledge of local peace organisations, • understanding of their peaceful places, • understanding that a peaceful place is inside us. 			
Curriculum links: Art, Music, Drama	<p><i>This unit enables us to explore all aspects of peace with the children.</i></p>			

Year 6 - People				
The purpose of this unit is to extend the children's understanding of people by asking: ' Is it good to be the same? '				
Together Things that people share/ have in common – clubs teams etc. and the positives of that.	Connections Reflecting on ways in which they see themselves connected to others.	Looking at others Ways in which people are seen as being different.	Discrimination Reflecting on forms of discrimination.	Challenging people Behaviours, attitudes and people they find challenging – how to manage that peacefully and positively.
KS2 QCA objectives that could be covered: 1 A E F 2 A D E I J K 3 A 4 B C E F	<p>Potential learning outcomes include:</p> <ul style="list-style-type: none"> • knowing some of the key things that unite people globally, • knowledge of local clubs and organisations, • understanding of why people belong to groups and teams, • appreciation of the benefits people get from belonging to teams and groups etc., • appreciation of the ways in which belonging to groups etc. can be shown, • appreciating ways in which we are connected to others in the school, family, community, nationally and internationally, • understanding ways in which people are seen as 'different', • understand forms of discrimination, • appreciating the negative impact on the victims of discrimination, • developed personal values, • skills to challenge discrimination, • be able to identify behaviours they find challenging and appreciate why they find them so, • be aware of commonly held views on what sort of behaviour is found challenging and/or unacceptable by people, • appreciating the need to respect the ways and views of others, • appreciating the strengths and challenges of living in a diverse community. <p><i>By exploring difference and diversity we can help the children build peaceful relationships, develop their understanding of peaceful communities, global peace and help them to find inner peace through the positives of knowing that they are a unique and special person.</i></p>			

Year 6 - Taking a Closer Look

The purpose of this unit is to develop the children's understand of what is happening in the world by asking the question: **'What is in the news?'**

KS2 QCA objectives that could be covered:

1 A
2 A E K
4 B

Potential learning outcomes include:

- awareness of key local, national and international events,
- appreciation of what they are about,
- development of personal and group views on them,
- development of respect and understanding of others,
- a better understanding of personal values,
- increased citizenship skills,
- increased interest in their world,
- deepened self-understanding,
- an appreciation of networks, consequences and causes,
- personal, group and wider peace.

By investigating what is happening in the world, the children can develop their understanding and experiencing the challenges of having a vision for global peace in many different ways and contexts.

Appendix A

Suggested Healthy Lifestyle Challenges

Me	
<p>SET A</p> <p>Who is your hero?</p> <p>Think of ways to cheer yourself up.</p> <p>Create a display of things are special to you.</p> <p>Describe a typical week.</p> <p>Compare your life with that of a child your age who lives in a different part of the world.</p> <p>What generates different feelings in you?</p>	<p>SET B</p> <p>Put your point of view in a positive way in xx group or class discussions.</p> <p>Keep a feelings diary for xxx using different sorts of faces to show how you felt at different times.</p> <p>Do xx different positive things that make you feel good inside.</p> <p>Encourage and support someone else to put their point of view in xx group or class discussions.</p> <p>Ask someone you know for help with something.</p> <p>Find time to be quiet somewhere that you find helps you to be peaceful – do this xx times.</p> <p>Create a short auto-biography.</p> <p>Have a go at something that you find a real challenge.</p>

My learning	
<p>SET A</p> <p>Share xx learning high points.</p> <p>Create a timeline of your learning day, reflecting on different parts of it.</p> <p>Create a short presentation about something that you are interested in or out of school.</p> <p>What makes a good working group?</p> <p>Compare your school day with that of someone your age in another country.</p> <p>How could learning be made even better in your school?</p>	<p>SET B</p> <p>Read at home and discuss xx books that you are reading or have just read with someone.</p> <p>Work well on your own at school at least xx times a week for xx weeks.</p> <p>Work well in a group at least xx times over xx weeks.</p> <p>Work at home without being told to, at least xx times a week for xx weeks.</p> <p>Try hard with xx things that you find a real challenge.</p> <p>Help at least xx different people in your class with their learning.</p> <p>Set yourself xx learning goals with your teacher.</p> <p>Learn xx new skills.</p>

Looking after myself

SET A

Create a set of personal safety rules.

Design a help leaflet for someone who might be having worries at school.

Develop a drug safety leaflet.

Create an alcohol or smoking fact-file.

Describe your ideal peaceful place.

What are your 10 top tips for looking after yourself?

SET B

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

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.

Keep your desk / room / things tidy for **xx** weeks.

Do **xx** different things that make you feel good about yourself.

Demonstrate what you would do in an emergency.

Design and use a personal organiser for **xx** weeks.

Keep a diary for **xx** weeks of all the things that have made you feel good and that you have enjoyed.

Physical activity

SET A

What makes someone a good or poor sporting role model?

Design a playground that promotes activity.

What different skills do you need to be a team and individual sports person?

What qualities does a person need to make them a good supporter?

Find out about the sort of physical activity children of your age in different counties would do each day.

Keep a physical activity diary for **xx** weeks. Can you increase the range of activities you do each week?

SET B

Play moving about games for **xx** playtimes over **xx** weeks.

Do **xx** sessions of high energy physical activity in a week for **xx** weeks.

Increase the amount of physical activity you do each week for **xx** weeks.

Do **xx** minutes of high energy physical activity with someone in your family or a friend at least once a week for **xx** weeks.

Teach or demonstrate a new physical activity or skill to at least **xx** people.

Try a new physical activity with someone in your family or a friend.

Improve your skills in PE or other physical activities in or out of school.

Set yourself a sporting challenge or goal that you can achieve in **xx** weeks.

Balanced eating

SET A

Design a set of balanced school meals or lunchboxes for a school week.

Create a healthy eating fact-file.

Design a set of healthy breakfasts for a school week.

Create a balanced eating information and advice leaflet.

Compare your weekly food intake with that of a child in another country.

What might be the result of having an unbalanced diet for a long time?

SET B

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.

Relationships

SET A

What makes a good friendship?

What sort of things would be risky to a friendship?

What do you do for your friends?

What can you do to sort a fall-out with a friend?

Compare your day with that of a child of your age in another country.

Write a guide to good manners.

SET B

Help **xx** different people at school in different ways.

Help at home in **xx** different ways each week for **xx** weeks.

Get **xx** people you know to confirm that you have shown them good manners.

Show **xx** people that you understand their feelings and share your feelings with them.

Do **xx** different things with your friends.

Let someone in school and someone out of school know that you are proud of them for something they have done.

Do something to help someone of a group of people out of school.

Spend **xx** quiet peaceful times with one or more of your friends.

Appendix B

The QCA learning objectives for Key Stages 1 and 2

Key Stage 1 (Years 1 and 2):

1. Developing confidence and responsibility and making the most of their abilities

- A to recognise what they like and dislike, what is fair and unfair, and what is right and wrong,
- B to share their opinions on things that matter to them and explain their views,
- C to recognise, name and deal with their feelings in a positive way,
- D to think about themselves, learn from their experiences and recognise what they are good at,
- E how to set simple goals,

2. Preparing to play an active role as citizens

- A to take part in discussions with one other person and the whole class,
- B to take part in a simple debate about topical issues,
- C to recognise choices they can make, and recognise the difference between right and wrong,
- D to agree and follow rules for their group and classroom, and understand how rules help them,
- E to realise that people and other living things have needs, and that they have responsibilities to meet them,
- F to know that they belong to various groups and communities, such as family and school,
- G to know what improves and harms their local, natural and built environments and about some of the ways people look after them,
- H to contribute to the life of the class and school,
- I to realise that money comes from different sources and can be used for different purposes

3. Developing a healthy, safer lifestyle

- A how to make simple choices that improve their health and well-being,
- B to maintain personal hygiene,
- C how some diseases spread and can be controlled,
- D about the process of growing from young to old and how people's needs change,
- E the names of the main body parts,
- F that all household products, including medicines, can be harmful if not used properly,
- G rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

4. Developing good relationships and respecting the differences between people

- A to recognise how their behaviour affects other people,
- B to listen to other people, and play and work co-operatively,
- C to identify and respect the differences and similarities between people,
- D that family and friends should care for each other,
- E that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

5. Pupils should be given opportunity to:

- A take and share responsibility,
- B feel positive about themselves,
- C take part in discussions,
- D make real choices,
- E meet and talk with people,
- F develop relationships through work and play,
- G consider social and moral dilemmas that they come across in everyday life,
- H ask for help.

Key Stage 2 (Years 3, 4 and 5):

1. Developing confidence and responsibility and making the most of their abilities

- A to talk and write about their opinions, and explain their views on issues affecting themselves and society,
- B to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals,
- C to face new challenges positively by collecting information, looking for help, making responsible choices and taking action,
- D to recognise, as they approach puberty, how people's emotions change at that time and how,
- E to deal with their feelings towards themselves, their family and others in a positive way,
- F to know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future,
- G to look after their money and realise that future wants and needs may be met through saving.

2. Preparing to play an active role as citizens

- A to research, discuss and debate topical issues, problems and events,
- B why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules,
- C to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities,
- D that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other,
- E to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences,
- F to resolve differences by looking at alternatives, making decisions and explaining choices,
- G to know what democracy is, about the basic institutions that support it locally and nationally,
- H to recognise the role of voluntary, community and pressure groups,

- I to appreciate the range of national, regional, religious and ethnic identities in the UK,
- J that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment,
- K to explore how media present information.

3. Developing a healthy, safer, lifestyle

- A what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices,
- B that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread,
- C to know about how the body changes as they approach puberty,
- D to know which commonly available substances and drugs are legal and illegal, their effects and risks,
- E to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable,
- F to know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong,
- G school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

- A that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view,
- B to think about the lives of people in other places and times, and people with different values and customs,
- C to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships,
- D to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help,
- E to recognise and challenge stereotypes,

- F to know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability,
- G to know where individuals, families and groups can get help and support.

4. Pupils should be given opportunity to:

- A take responsibility,
- B feel positive about themselves,
- C participate,
- D make real choices and decisions,
- E meet and talk with people,
- F develop relationships through work and play,
- G consider social and moral dilemmas that they come across in life,
- H find information and advice,
- I prepare for change.