Deepen their understanding of how to challenge discrimination, express their emotions constructively and demonstrate respect and	<ul> <li>Identity &amp; Wellbeing</li> <li>Deepen their application of social skills to sustain a range of mutually positive relationships, understanding the moral &amp; legal rights &amp; responsibilities within relationships</li> <li>Become increasingly independent in managing day-to-day social interactions with flexibility &amp; confidence, seeking appropriate help when needed.</li> <li>Be able to consider contextual information to choose or adapt the required social skills in a range of environments &amp; relationships, e.g. friend, colleague, boss, etc.</li> <li>Begin to identify &amp; challenge less obvious forms of discrimination, understanding the negative impact across a range of communities.</li> <li>Have knowledge &amp; understanding of the boundaries in different relationships, what consent is, how the law protects them and other people, and how to get help in a range of situations.</li> <li>Know that positive relationships are mutual &amp; begin to consider the needs of others within a relationship.</li> <li>Understand how to recognise, challenge, report a wider range of abusive behaviours in relationships, including forced marriage, FGM &amp; online grooming.</li> </ul>			Deepen understanding of their rights & responsibilities as citizens within different groups, with the confidence		
<ul> <li>empathy</li> <li>Extend &amp; deepen their knowledge &amp; understanding of a range of religions &amp; beliefs through engaging with people &amp; communities of faith, visits, artefacts etc.; understand &amp; value the diversity within each faith or belief system.</li> <li>Are open, honest &amp; inquisitive about their own beliefs &amp; engage with others who may or may not share their views.</li> <li>Describe how beliefs &amp; values affect personal, social &amp; global issues.</li> <li>Value wisdom from different sources; use discernment &amp; critical thinking to challenge ideas that discriminate or oppress others.</li> <li>Actively seek out, celebrate &amp; share small &amp; big 'moments of joy'.</li> <li>Have an adaptable range of strategies to manage own emotional regulation &amp; begin to apply these in a range of situations &amp; environments.</li> <li>Be a confident individual with the ability to remove themselves from harmful situations and challenge and report abuse. Establish a trusted support network and begin to evaluate and make judgments on the support offered to themselves and others.</li> </ul>				<ul> <li>as citizens within different groups, with the confidence to take positive action for the benefit of themselves &amp; others.</li> <li>Research, discuss &amp; debate societal events, explaining their opinions on personal, social &amp; global issues.</li> <li>Understand that there are different rights &amp; responsibilities in different areas of life; understand democracy &amp; how the media presents information.</li> <li>Make responsible choices &amp; take action through researching, debating topical issues &amp; seeking help.</li> <li>Express ideas &amp; insights to the big questions &amp; ideas of our time, whilst respecting the rights of others to differ.</li> <li>Identify mistakes, make amends &amp; set personal goals; be proud of who they are.</li> <li>Lead school council by representing others &amp; consider-</li> </ul>		
<ul> <li>Broaden knowledge of their own emotions, beliefs &amp; values &amp; those of who may or may not share their views.</li> <li>Develop their knowledge &amp; understanding of a range of religions &amp; bel through engaging with people &amp; communities of faith, visits, artefacts, etc.; begin to recognise the diversity within each faith or belief system.</li> <li>Discover &amp; explore what they believe; express their own views about b meaning &amp; identity; be proud of who they are.</li> <li>Respectfully ask &amp; respond to questions about what individuals or com do &amp; why, so that pupils can identify what difference belonging to a comight make.</li> <li>Take notice of &amp; joy in the world around them, taking time to pause &amp; Have a wider range of strategies to manage their emotions &amp; be able to implement the strategies in less familiar environments.</li> <li>To be able to reflect upon their emotions &amp; the impact on their behavichoices.</li> <li>Begin to recognise that within a community, emotions can transfer from person to person; starting to show empathy.</li> <li>To take steps to pro-actively reduce experiences that have a negative i on their emotions or safety in wider environments.</li> </ul>	stories shi stories sources belief, on munities ration mmunity car reflect. cC o idd sours & cd m sk, th mpact al help sk	paden the social skills needed to sustain positive relations, ps, challenging & seeking appropriate help with any gative interactions. Nevelop more advanced social skills, with support if neuropartic seed to be flexible in social situations. Need to be flexible in social situations. Neuropared to in a playground or a doctor compared to a needer to be flexible in relationships, e.g. in a supermarket ompared to in a playground or a doctor compared to a riend. Neelebrate diversity in relationships & begin to know hor bentify & challenge prejudice, stereotyping & discrimir nevelop awareness of consent; that they always have hoices within relationships & they should always resper hoices of others. Now that positive relationships can impact positively of heir wellbeing. Recognising that the choices they make ffect the relationship they have with others. New cognise, challenge & report negative interactions or elationships, such as abuse or bullying.	d ir he a a w to nation. on e can	broaden skills needed to make positive and informed lecisions, reflecting the needs of themselves and others in their community Research, discuss & debate events, explaining their opinion on issues & problems that affect them. Recognise the choices they can make & their responsi- bilities towards themselves. Recognise how their behaviour affects others. Understand & respect other perspectives & approaches to life; challenge stereotypes and discrimination. Recognise & reflect on personal strengths & identify steps to make progress in areas of weakness. Actively contribute in school council by listening to the preferences, ideas & opinions of others & sharing their own views. Develop an awareness of the skills required to under- take different jobs. Understand that money comes from different sources & can be used for different purposes.	4	
<ul> <li>Develop a sense of identity, know that they have control over their chorespect a range of approaches to life.</li> <li>Explore &amp; discover a range of religions &amp; beliefs through concrete expesuch as engaging with people &amp; communities of faith, visits, artefacts, etc.</li> <li>Have a developing awareness of their own needs, views &amp; feelings &amp; a ity to those of others.</li> <li>Develop respect for their own cultures &amp; beliefs &amp; those of others throexplore the connections between us.</li> <li>Use their imagination &amp; curiosity to develop their appreciation of &amp; word the world in which we live.</li> <li>Use Zones of Regulation to identify more complex emotions.</li> <li>Develop some simple strategies to regulate their emotions with increas independence.</li> <li>Be able to reflect with support &amp; have a developing awareness that the choices &amp; behaviours can impact on others.</li> <li>Identify experiences that have a negative impact on their emotions or a familiar environments or relationships, &amp; begin to know who to ask for</li> </ul>	eriences stories, in stories, eriences sources, in sensitiv- erience pugh; B bough;	velop the social skills to have positive relationships a gin to seek help with any negative interactions. egin to master explicitly taught social skills with greate dependence e.g. sharing resources or taking turns. tevelop an awareness that it is OK for people have diff motions & make different choices to them. With supp e able to navigate & celebrate these differences. legin to recognise that there are a range of relationshi <i>i</i> thin their life e.g. friend, family, teacher. Be aware of espect similarities & differences in types of relationshi amilies. legin to understand appropriate touch through the PA ule & apply knowledge of 'public' & 'private'. dentify relationships & interactions that have a negativ mpact on their emotions or safety, in familiar environn r relationships & begin to ask for help. lave the confidence to say 'no' and seek help in intera nd relationships that they don't like.	er • • • • • • • • • • • • • • • • • • •	Develop skills to communicate choices and opinions, actively participating in their community Share their opinions on topics that matter to them to begin to play an active role in their community. Have an awareness of right & wrong in a variety of contexts & how their emotions can affect their choices. Recognise that they belong to different groups. Have the ability to set simple goals & try something new. Contribute to school council by listening to the prefer- ences, ideas & opinions of others & sharing their own views. Develop an understanding of different jobs in a range of contexts & that people are paid for the jobs they do.	З	
Religious Education & SMSC		PSHE (including RSHE) & SMSC		Citizenship & SMSC	[	
Understand the roles Self <ul> <li>Use Zones of Regulation to explore simple emotions &amp; needs; begin to manage own emotional responses with support.</li> <li>Show some understanding of the need for keeping themselves safe, including public and private, &amp; some ways to get help appropriate</li> <li>Identify things that they like or dislike, &amp; thing</li> </ul>	People clos Routin class, n Demoor with vith Pevelo ly. familia	b them, begin to engage with the wider community a set to them       Wide         set to them       Wide         ely function in a collaborative space, e.g. stay in       •         manage responses to others.       •         strate simple social skills e.g. take turns, share       •         support if needed.       •         up positive relationships with a wider range of       •         ur adults & peers       •         some consideration of the needs & feelings of       •	der commun Express & n feelings thr Begin to un their immer Know abour between th			

	<ul> <li>Identify timings that they like or dising, a timings that they are good at or need support with in a wider context.</li> <li>Identify &amp; choose activities that they enjoy.</li> </ul>	<ul> <li>Show some consider autor of the needs &amp; reenings of other people (&amp; other living things); some awareness of respect.</li> <li>Begin to say 'no' in interactions they don't like, with greater independence.</li> <li>Begin to understand 'public' and 'private'</li> <li>Begin to notice that other people may be different from themselves.</li> </ul>	<ul> <li>Participate in school council by expressing their preferences, ideas &amp; feelings.</li> <li>Be aware of the roles of their community, &amp; their own place within the community.</li> </ul>		_
<u>Key</u> Intention	<ul> <li>Self</li> <li>Begin to express their own feelings &amp; needs, including through a physical response.</li> <li>Begin to recognise danger with support &amp; accept offers of help.</li> <li>Begin to respond appropriately to simple choices and indicate preferences, including dislikes.</li> </ul>	Begin to play alongside peers.	<ul> <li>Wider community</li> <li>Begin to notice &amp; express own preferences &amp; interests.</li> <li>Show some basic awareness of what is right &amp; wrong, in familiar situations.</li> <li>Make simple choices relating to the school council agenda by beginning to express preferences.</li> <li>Have a sense of the roles of people around them &amp; of special times / events in their own experience.</li> </ul>	1	SEMI- FORMAI