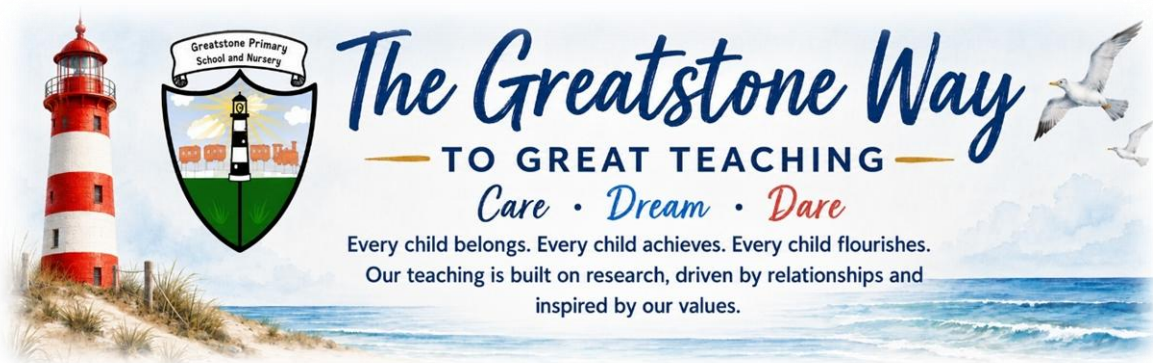




PSHE & RSE Curriculum: The Greatstone Way

Curriculum Intent

At Greatstone Primary School, Personal, Social, Health and Economic (PSHE) Education sits at the heart of everything we do. It is far more than a weekly lesson; it is woven through every aspect of school life and underpins our vision to enable every child to Care, Dream and Dare.

We believe that children flourish when they feel safe, valued and respected. Our PSHE curriculum equips pupils with the knowledge, understanding, skills and confidence to make informed choices, build healthy relationships, recognise and manage risk, understand themselves and others, contribute positively to society and prepare successfully for life beyond primary school.

Our curriculum has been designed using the statutory Relationships Education, Sex Education, Health Education, safeguarding guidance and the wider aims of Personal Development. It is organised around six familiar half-term themes which provide a coherent progression from Nursery through to Year 6:

- **Being Me**
- **Celebrating Difference**
- **Dreams and Goals**
- **Healthy Me**
- **Relationships**
- **Changing Me (Celebrating Me)**

These themes allow children to revisit important concepts each year whilst deepening their understanding through age-appropriate knowledge, discussion and reflection.

At Greatstone, PSHE is not taught in isolation. Learning is reinforced through:

- whole-school assemblies;
- classroom discussion;
- restorative conversations;
- behaviour curriculum;
- safeguarding education;
- British Values;
- pupil leadership;
- OPAL play;
- Beach School;
- educational visits;
- collective worship;
- everyday relationships across our school community.

This ensures children repeatedly encounter the knowledge and skills needed to become respectful, resilient and responsible citizens.

Statutory Coverage and Personal Development

Our PSHE and RSE curriculum has been carefully designed to ensure that every child receives the knowledge, understanding and skills required to thrive both now and in the future. It fulfils the statutory requirements for Relationships Education **and** Health Education, while also reflecting the wider aims of personal development, safeguarding and citizenship.

Through progressive learning from Nursery to Year 6, children develop the confidence to build positive relationships, keep themselves safe, make informed decisions, care for their physical and mental wellbeing and become active, respectful members of their communities. These themes are revisited and deepened throughout the curriculum, ensuring that learning is meaningful, age-appropriate and responsive to the needs of our pupils.

Relationships Education	Health Education	Relationships, Sex Education (RSE)	Personal Development
Families and caring relationships	Physical and mental wellbeing	Growing and changing	British Values
Friendships and respectful relationships	Healthy lifestyles	Puberty (age appropriate)	Citizenship
Online relationships and digital safety	Healthy bodies and healthy minds	Human reproduction (Year 6 statutory content)	Financial awareness
Respect, kindness and inclusion	Keeping safe and managing risk	Preparing for transition	Careers, aspirations and future readiness

This approach ensures that statutory learning is not confined to individual lessons but is reinforced through The Greatstone Way, weekly assemblies, safeguarding education, OPAL, Beach School, pupil leadership opportunities and the everyday experiences of school life, creating a coherent and meaningful personal development journey for every child.

The Greatstone Way in PSHE

Our curriculum is rooted within our six Learning Principles.

Half Term	Greatstone Theme	Learning Principle	PSHE Theme
Autumn 1	ROOTS	Belonging	Being Me
Autumn 2	SURVIVORS	High Expectations	Celebrating Difference
Spring 1	EXPLORERS	Adaptive Teaching	Dreams and Goals
Spring 2	INVENTORS	Inclusion	Healthy Me
Summer 1	PROTECTORS	Community	Relationships
Summer 2	LEGACY	Relationships	Changing Me / Celebrating Me

The themes provide meaningful opportunities to revisit the Greatstone Values whilst developing children's understanding of identity, wellbeing, relationships, diversity, responsibility and citizenship.

Assembly Curriculum

Our carefully planned whole-school assembly programme is an integral part of our PSHE curriculum. Weekly assemblies introduce and revisit key concepts before classroom learning develops them further.

Throughout the year children explore:

- safeguarding
- British Values
- protected characteristics
- equality
- anti-bullying
- online safety
- emotional wellbeing
- mental health
- resilience
- aspirations
- careers
- healthy lifestyles
- community responsibility

- environmental responsibility
- remembrance
- democracy
- charity
- local, national and global events.

Assemblies provide a shared language across the school, ensuring important messages are consistently revisited and enabling teachers to deepen understanding during PSHE lessons and across the wider curriculum.

Safeguarding Through PSHE

Our PSHE curriculum plays a central role in safeguarding children.

Age-appropriate learning ensures pupils know how to:

- recognise healthy and unhealthy relationships;
- identify trusted adults;
- stay safe online;
- understand consent and personal boundaries;
- recognise unsafe situations;
- seek help confidently;
- understand privacy;
- manage peer pressure;
- understand physical and emotional wellbeing;
- respect diversity;
- recognise discrimination;
- understand their rights and responsibilities.

These themes are revisited throughout the curriculum and strengthened through assemblies, pastoral support, online safety lessons, visitors and everyday school life.

Learning Beyond the Classroom

PSHE is brought to life through meaningful experiences including:

- School Council
- Learning Ambassadors
- Assembly Crew
- OPAL
- Beach School
- Their wider curriculum projects
- Eco projects
- community events
- fundraising
- charity work
- pupil voice
- leadership opportunities
- transition activities
- restorative practice
- visits and visitors.

Children regularly apply their learning within authentic contexts, helping them become active members of both the school community and wider society.

Parents, Carers and the Right to Withdraw

Greatstone Primary School values the important role parents and carers play in children's personal, social and emotional development. We believe that effective Relationships, Sex and Health Education (RSHE) is built upon a positive partnership between home and school, ensuring children receive consistent messages about relationships, health, wellbeing and personal safety.

Consultation with Parents and Carers

In line with statutory guidance, the school consults with parents and carers whenever the Relationships and Sex Education policy is reviewed or significant changes are proposed. Consultation may include

information sessions, curriculum updates, opportunities to review teaching materials and consultation through governors.

Curriculum overviews and the Relationships and Sex Education Policy are available to parents, and school leaders are always happy to discuss the curriculum or answer any questions before units are taught.

Statutory Relationships and Health Education

Relationships Education and Health Education are statutory in all primary schools. All pupils will participate in these aspects of the curriculum, alongside the relevant statutory Science curriculum. These areas include learning about healthy relationships, families, friendships, keeping safe, physical health, mental wellbeing, online safety and puberty.

Right to Withdraw

Parents do **not** have the right to withdraw their child from:

- Relationships Education.
- Health Education.
- National Curriculum Science, including the statutory teaching about human development and reproduction.

Parents may request to withdraw their child from any **non-statutory Sex Education** that the school chooses to teach beyond the National Curriculum for Science.

Any request should be made to the Headteacher, who will arrange to discuss the request, explain the planned learning and clarify which elements are statutory and which are non-statutory. Where a child is withdrawn from non-statutory Sex Education, appropriate supervised learning will be provided during that time.

Responding to Children's Questions

Teachers create a respectful and supportive learning environment where children are encouraged to ask questions and develop age-appropriate understanding. Questions are answered honestly, sensitively and in line with pupils' age and stage of development. If a question falls outside the planned curriculum or relates to a child's personal circumstances, staff will respond appropriately while recognising the important role of parents and carers in continuing these conversations at home.

Whole School Progression Overview

Half Term	PSHE Theme	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 ROOTS <i>Belonging</i>	Being Me	I know I belong to my family and nursery. I follow simple routines and understand basic rules.	I understand my feelings, routines and how to be part of my class community.	I understand rights, responsibilities and making positive choices.	I recognise my strengths and understand how my behaviour affects others.	I set personal goals, show resilience and contribute positively to my class.	I understand responsibility, leadership and working collaboratively.	I recognise my identity, aspirations and responsibilities within my community.	I develop independence, leadership and prepare for future responsibilities.
Autumn 2 SURVIVORS <i>High Expectations</i>	Celebrating Difference	I know everyone is different and everyone belongs.	I celebrate similarities and differences and show kindness to others.	I respect differences and understand that everyone should be treated fairly.	I understand stereotypes, bullying and how to be an upstander.	I value diversity and challenge unkind behaviour respectfully.	I understand equality, fairness and inclusion within my community.	I recognise discrimination, prejudice and the importance of respecting protected characteristics.	I actively promote equality, inclusion and challenge discrimination with confidence.
Spring 1 EXPLORERS <i>Adaptive Teaching</i>	Dreams and Goals	I enjoy trying new things and celebrate my achievements.	I persevere when learning is difficult and recognise success.	I set simple goals and understand how practice helps me improve.	I work cooperatively towards shared goals and overcome challenges.	I show resilience, perseverance and reflect on my learning.	I understand how aspirations and determination help me achieve success.	I explore future aspirations, enterprise and personal ambition.	I prepare for future pathways, setting realistic goals and reflecting on my strengths.
Spring 2 INVENTORS <i>Inclusion</i>	Healthy Me	I know how to keep my body healthy through food, sleep and exercise.	I understand healthy choices and how exercise makes me feel good.	I know how to stay healthy and keep myself safe.	I understand healthy lifestyles, emotions and simple risk management.	I understand physical and mental wellbeing and begin making informed choices.	I develop strategies to support positive mental health and healthy lifestyles.	I understand puberty, healthy choices and how lifestyle affects wellbeing.	I make informed decisions about physical and emotional wellbeing, managing risk and seeking support when needed.
Summer 1 PROTECTORS <i>Community</i>	Relationships	I know my family and trusted adults help to keep me safe.	I build friendships and know who can help me.	I understand what makes a good friend and how to solve simple disagreements.	I develop respectful relationships and understand cooperation.	I understand trust, respect and healthy friendships.	I recognise healthy relationships, conflict resolution and respectful communication.	I understand healthy relationships, online safety, peer influence and personal boundaries.	I understand respectful relationships, consent, online responsibility and preparing for changing relationships.
Summer 2 LEGACY <i>Relationships</i>	Celebrating Me (Changing Me)	I know that people grow and change.	I understand that growing up brings changes and new opportunities.	I recognise how I have changed and celebrate my achievements.	I understand life cycles, growing independence and personal development.	I understand physical and emotional changes as I grow.	I understand puberty and managing change positively.	I understand puberty, identity and preparing for transition.	I understand human reproduction, secondary transition, positive identity and becoming a responsible young adult.

EYFS – PSHE & RSE - Reception

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS Theme	All About Me	Sparkle and Shine	Years Gone By	Growing and Changing	Our Wider World	The Next Chapter
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
EYFS Big Question	Who am I and where do I belong?	How can I be kind to myself and others?	How do I learn, explore and grow?	How can I look after myself every day?	Who helps me and how can I help others?	How have I changed and what am I ready for next?
Prior Learning	Home experiences of family, routines, play and relationships.	Developing confidence with routines and relationships in Nursery.	Building independence, friendships and communication.	Applying previous learning to make healthy choices and solve simple problems.	Developing confidence to work collaboratively and care for others.	Reflecting on personal growth and preparing for Reception.
Curriculum Rationale	Establish secure relationships, routines and a sense of belonging so children feel safe, valued and confident within Nursery.	Develop empathy, kindness and respect through positive relationships, celebrating similarities and differences.	Encourage children to become resilient learners who enjoy exploring, persevering and celebrating achievements.	Support children in understanding healthy lifestyles, self-care, emotional wellbeing and growing independence.	Develop respectful relationships, teamwork and an understanding of how we care for ourselves, others and our community.	Celebrate children's achievements, growing independence and readiness for the next stage of learning while developing confidence and self-belief.
Greatstone Way Links	CARE • Belonging • Identity • Ready, Respect, Safe	CARE • Respect • Kindness • Community	DREAM • Curiosity • Perseverance • Confidence	DREAM • Independence • Healthy Choices • Responsibility	DARE • Friendship • Community • Responsibility	DARE • Reflection • Achievement • Confidence
Characteristics of Effective Learning	Playing and Exploring through secure relationships and purposeful play.	Active Learning by developing confidence, friendships and resilience.	Creating and Thinking Critically through problem solving and independent choices.	Developing independence through self-care, routines and healthy choices.	Applying learning through collaborative play, negotiation and teamwork.	Reflecting on learning, celebrating achievements and confidently preparing for Reception.
Sticky Knowledge	I belong to my family and Nursery. My feelings matter. Adults help to keep me safe.	Everyone is different and special. Kindness helps friendships grow.	Trying new things helps me learn. I can keep trying when things are difficult.	Looking after my body helps me stay healthy. I can begin to understand and manage my feelings.	Friends, family and trusted adults help and care for me. I can help others too.	I have grown and learned lots of new things. I am becoming more independent every day.
Substantive Concepts	Belonging • Identity • Feelings • Safety	Kindness • Diversity • Friendship • Respect	Resilience • Achievement • Confidence	Health • Wellbeing • Self-care • Independence	Relationships • Community • Responsibility	Growth • Change • Reflection • Achievement
Disciplinary Concepts	Recognise • Express • Belong • Follow	Share • Cooperate • Respect • Include	Explore • Persevere • Solve Problems • Celebrate	Care • Choose • Regulate • Manage	Communicate • Negotiate • Support • Help	Reflect • Explain • Celebrate • Prepare
PSHE Skills	Recognise feelings, build relationships, follow routines, make simple choices and ask trusted adults for help.	Share, take turns, cooperate, build friendships, show kindness and celebrate differences.	Try new experiences, persevere, solve simple problems, make decisions and develop confidence.	Develop self-care routines, recognise healthy choices, regulate emotions and become increasingly independent.	Build positive relationships, negotiate, compromise, work as part of a team and care for others.	Reflect on achievements, develop independence, communicate confidently and prepare for Reception.
Continuous Provision & Adult-Led Learning	Role play, family photographs, feelings station, circle time, social stories and relationship-building games.	Small group work, friendship games, collaborative play, stories celebrating diversity and emotions.	Challenge stations, problem-solving activities, cooperative games and confidence-building opportunities.	Self-care routines, healthy snack preparation, physical play, Zones of Regulation and wellbeing activities.	Community role play, collaborative projects, caring for the environment, class responsibilities and circle times.	Transition activities, celebration books, memory books, pupil voice, reflection and Reception visits.
Beach School & Outdoor Learning	Exploring boundaries safely, developing confidence outdoors and building relationships through play.	Collaborative den building, sharing resources and cooperative outdoor challenges.	Taking managed risks, problem solving and persevering through outdoor exploration.	Healthy movement, physical challenges, self-care and emotional regulation in nature.	Caring for wildlife, habitats and the local environment whilst working together.	Reflecting on outdoor achievements and celebrating the year's learning through shared experiences.
Whole-School Hook	Greatstone Time Capsule Launch	Festival of Light Launch	Time Traveller Experience	Greatstone Growing Challenge	Beach Guardians Campaign	Passport Around the World
Nursery Hook	Welcome to Nursery Teddy Picnic and Family Celebration.	Kindness Quest with the Kindness Fairy.	Little Explorer Adventure Trail.	Healthy Heroes Challenge.	People Who Help Us Visitor Week and Community Challenge.	Graduation Celebration and 'Look How We've Grown' Showcase.
Shared Showcase	Family and Me Display	Kindness Tree Celebration	Little Learners Achievement Gallery	Healthy Me Celebration	Community Heroes Showcase	Nursery Graduation and Learning Celebration
Assessment Opportunities	Observation of relationships, confidence, routines and emotional security.	Observation of friendships, cooperation, empathy and respect for others.	Evidence of resilience, perseverance and independent problem solving.	Observation of healthy choices, independence, emotional regulation and self-care.	Evidence of collaborative learning, relationships and communication.	Pupil voice, independence, confidence and readiness for Reception.
Preparing for Reception	Children leave Nursery with secure relationships, growing independence, developing emotional regulation, positive learning behaviours and the confidence to communicate, collaborate and participate successfully in Reception.					

EYFS – PSHE & RSE – Reception

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS Theme	All About Me	Sparkle and Shine	Long Ago	Ready, Steady, Grow	On the Beach	Around the World
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
EYFS Big Question	Who am I and how do I belong in my new school community?	How can I celebrate what makes everyone unique?	How can I become a confident learner who keeps trying?	How can I make healthy choices for my body and mind?	How can positive relationships help my community grow?	How have I changed and how am I ready for Year 1?
Prior Learning	Secure relationships, routines, independence and emotional development developed throughout Nursery.	Building friendships and confidence within the Reception environment.	Developing resilience, communication and independent learning behaviours.	Applying healthy routines and increasing emotional regulation.	Working collaboratively and showing responsibility within the school community.	Reflecting on personal growth and preparing confidently for Key Stage 1.
Curriculum Rationale	Establish a strong sense of belonging within the Reception class, developing confidence, independence and emotional security whilst embedding the Greatstone Way values.	Deepen children's understanding of kindness, inclusion and respect, encouraging them to celebrate diversity and build positive relationships with others.	Develop resilient learners who enjoy challenge, persevere when learning becomes difficult and recognise that mistakes help us learn.	Support children to understand healthy lifestyles, emotional wellbeing, self-care and increasing independence as they prepare for Key Stage 1.	Strengthen children's understanding of relationships, teamwork, responsibility and citizenship through meaningful experiences within school and the wider community.	Celebrate children's achievements, growing maturity and readiness for Year 1 whilst encouraging confidence, aspiration and reflection on their learning journey.
Greatstone Way Links	CARE • Belonging • Identity • Ready, Respect, Safe	CARE • Respect • Inclusion • Community	DREAM • Curiosity • Resilience • Perseverance	DREAM • Healthy Choices • Independence • Responsibility	DARE • Community • Leadership • Stewardship	DARE • Reflection • Confidence • Aspirations
Characteristics of Effective Learning	Playing and Exploring through new relationships, routines and independent choices.	Active Learning by building friendships, confidence and resilience.	Creating and Thinking Critically through challenge, problem solving and perseverance.	Applying learning independently through healthy routines and emotional regulation.	Working collaboratively, negotiating and contributing positively to the class community.	Reflecting on learning, evaluating achievements and preparing confidently for Year 1.
Sticky Knowledge	I belong to my Reception class and school community. I can recognise and talk about my feelings. My choices affect others.	Everyone is unique and deserves respect. Kindness, inclusion and fairness help everyone to belong.	Learning takes practice. I can persevere when things are difficult and celebrate my achievements.	Healthy food, exercise, sleep, hygiene and talking about my feelings help me stay healthy.	Positive relationships are built on kindness, honesty, respect and cooperation. Trusted adults help to keep me safe.	I have grown academically, socially and emotionally. I am ready for Year 1 and excited about new challenges.
Substantive Concepts	Belonging • Identity • Feelings • Responsibility	Diversity • Respect • Kindness • Equality	Resilience • Goals • Confidence • Perseverance	Health • Wellbeing • Self-care • Independence	Relationships • Community • Responsibility • Safety	Growth • Reflection • Achievement • Transition
Disciplinary Concepts	Recognise • Express • Listen • Respect	Compare • Celebrate • Include • Cooperate	Explore • Challenge • Persevere • Reflect	Care • Choose • Regulate • Explain	Communicate • Collaborate • Support • Resolve	Reflect • Evaluate • Celebrate • Prepare
PSHE Skills	Express emotions appropriately, follow routines independently, make positive choices, understand classroom expectations and seek help when needed.	Develop friendships, show empathy, resolve simple conflicts, respect differences and include others in play.	Set simple goals, persevere through challenge, solve problems collaboratively and celebrate success.	Develop independence in self-care, make healthy choices, regulate emotions and recognise how exercise and healthy habits support wellbeing.	Build respectful relationships, negotiate fairly, work collaboratively, recognise trusted adults and contribute positively to the community.	Reflect on personal achievements, demonstrate resilience, communicate confidently, manage change positively and prepare successfully for Year 1.
Continuous Provision & Adult-Led Learning	Circle time, feelings check-ins, role play, family photographs, social stories, classroom responsibilities and collaborative play.	Friendship projects, stories celebrating diversity, cooperative games, anti-bullying activities, role play and small-group discussion.	Challenge-based learning, problem-solving activities, reflection journals, collaborative projects and perseverance tasks.	Healthy eating activities, physical challenges, Zones of Regulation, mindfulness, cooking, hygiene routines and wellbeing discussions.	Community role play, pupil responsibilities, collaborative learning, class jobs, visitors, restorative conversations and circle time.	Transition projects, pupil voice, celebration books, memory books, Year 1 visits, reflection activities and aspiration discussions.
Beach School & Outdoor Learning	Develop confidence, independence and belonging through collaborative outdoor exploration and play.	Build friendships through teamwork, shared challenges and respectful use of the outdoor environment.	Take managed risks, solve problems creatively and develop resilience through exploration and investigation.	Explore healthy lifestyles through physical activity, movement, self-care and emotional wellbeing in nature.	Care for habitats, wildlife and the local environment whilst developing responsibility, cooperation and stewardship.	Celebrate the year's achievements through outdoor reflection, collaborative projects and transition activities that prepare children for Key Stage 1.
Whole-School Hook	Greatstone Time Capsule Launch	Festival of Light Launch	Time Traveller Experience	Greatstone Growing Challenge	Beach Guardians Campaign	Passport Around the World
Reception Hook	Welcome to Reception Adventure and Class Promise Celebration.	Kindness Café and Friendship Week.	Super Learner Challenge.	Healthy Heroes Investigation.	Beach Explorer Mission.	Ready for Year 1 Celebration and Graduation Picnic.
Shared Showcase	Family and Belonging Gallery	Friendship and Kindness Celebration	Super Learners Showcase	Healthy Me Expo	Community Champions Showcase	Reception Graduation and Learning Journey Celebration
Assessment Opportunities	Observation of emotional security, independence, classroom routines, relationships and communication.	Observation of friendships, empathy, inclusion, respectful behaviour and conflict resolution.	Evidence of resilience, perseverance, collaboration and reflective thinking.	Observation of healthy choices, self-care, emotional regulation and independence.	Evidence of teamwork, communication, responsibility, community participation and safeguarding understanding.	Pupil voice, confidence, independence, transition discussions and readiness for Year 1.
Preparing for Year 1	Children leave Reception as confident, resilient and independent learners who understand how to build positive relationships, regulate their emotions, make healthy and safe choices, contribute positively to their community and approach Key Stage 1 with curiosity, confidence and a strong sense of belonging.					

Year 1 Curriculum Overview

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Learning Principle	Belonging	High Expectations	Adaptive Teaching	Inclusion	Community	Relationships
PSHE Theme	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Celebrating Me
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
Year 1 Big Question	How can I make good choices and become a responsible member of my class?	How can I celebrate what makes everyone unique?	How can I achieve my goals by believing in myself and persevering?	How can I look after my body, my mind and keep myself safe?	What makes a healthy friendship and how can I be a good friend?	How have I grown this year and what am I looking forward to next?
Prior Learning	Children enter Year 1 having developed a secure sense of belonging, routines, friendships and independence through Reception. They recognise basic emotions, understand simple rules and have begun developing positive relationships, resilience and self-regulation.					
Curriculum Rationale	Children develop a greater understanding of belonging within their new Key Stage 1 community, recognising that everyone has rights and responsibilities. They begin making positive choices, understanding how behaviour affects others and developing confidence to contribute to class life.	Children learn to value diversity and understand that everyone deserves kindness, respect and fairness. Through stories and discussion they begin to challenge stereotypes, recognise bullying behaviours and celebrate differences within their class and wider community.	Children develop resilience, perseverance and confidence by recognising that learning happens through practice and determination. They learn to set achievable goals, celebrate success and understand that mistakes help us learn.	Children explore healthy lifestyles, emotional wellbeing and personal safety. They learn about healthy eating, exercise, sleep, hygiene, medicines, trusted adults and simple strategies for managing feelings and keeping themselves safe.	Children strengthen friendships by developing communication, cooperation, empathy and conflict resolution skills. They recognise the importance of trust, honesty and kindness whilst understanding how positive relationships help communities flourish.	Children celebrate their achievements and reflect on how they have grown socially, emotionally and academically throughout Year 1. They recognise change positively and prepare confidently for the increased independence and responsibility of Year 2.
Greatstone Way Links	CARE • Belonging • Responsibility • Respect • Ready, Respect, Safe	CARE • Kindness • Equality • Respect • Community	DREAM • Aspiration • Perseverance • Confidence • Curiosity	DREAM • Independence • Wellbeing • Healthy Choices • Responsibility	DARE • Friendship • Community • Stewardship • Respect	DARE • Reflection • Achievement • Confidence • Future Aspirations
Sticky Knowledge	I belong to my school community. My choices affect myself and others. Rules help to keep everyone safe.	Everyone is unique. We all deserve kindness and respect. Bullying is unkind and should always be reported.	Practice helps me improve. I can achieve goals by trying my best and never giving up.	Healthy choices include food, exercise, sleep, hygiene and talking about my feelings. Trusted adults help to keep me safe.	Good friendships are built on kindness, honesty, trust and respect. We can solve disagreements peacefully.	Everyone grows and changes in different ways. I can celebrate my achievements and look forward confidently to Year 2.
Substantive Concepts	Identity • Belonging • Responsibility • Feelings	Diversity • Respect • Equality • Kindness	Goals • Perseverance • Achievement • Confidence	Health • Wellbeing • Safety • Independence	Friendship • Relationships • Community • Trust	Change • Reflection • Growth • Achievement
Disciplinary Concepts	Recognise • Reflect • Choose • Belong	Compare • Respect • Include • Value	Plan • Persevere • Achieve • Reflect	Identify • Explain • Apply • Manage	Communicate • Cooperate • Resolve • Support	Reflect • Celebrate • Prepare • Evaluate
Knowledge & Skills	Understand classroom rules and why they are important. Recognise a wider range of feelings. Understand rights and responsibilities within the classroom. Make positive choices and understand simple consequences. Develop confidence to contribute to class discussions and seek help appropriately.	Recognise similarities and differences between people. Understand what bullying is and how it makes people feel. Show kindness, respect and empathy. Include others in games and activities. Begin challenging unfairness appropriately.	Set personal goals and understand how effort leads to improvement. Work collaboratively towards shared goals. Persevere when learning becomes challenging. Celebrate personal and others' achievements positively.	Understand healthy eating, physical activity, sleep and hygiene. Recognise trusted adults and safe people. Understand the importance of medicine safety and personal safety. Identify simple strategies for managing emotions and maintaining positive mental wellbeing.	Build positive friendships based on trust and respect. Develop communication and listening skills. Resolve simple disagreements using kind words and restorative approaches. Recognise how to ask for help when relationships become difficult.	Reflect on personal achievements across school life. Recognise how knowledge, friendships and independence have developed. Understand that everyone changes and grows differently. Prepare positively for Year 2 through reflection and aspiration.
Vocabulary	belong, responsibility, rule, choice, consequence, feelings, respect, community, safe	unique, similar, different, kindness, fairness, bullying, respect, inclusion	goal, challenge, perseverance, success, resilience, achievement, teamwork	healthy, hygiene, exercise, sleep, wellbeing, emotions, trusted adult, safety	friendship, trust, honesty, kindness, compromise, cooperate, relationship	celebrate, achievement, reflect, change, growth, transition, confidence
Beach School & OPAL Links	Establish class agreements through collaborative outdoor games and team challenges.	Celebrate diversity through cooperative games and inclusive outdoor learning.	Develop resilience through Beach School problem-solving challenges and collaborative tasks.	Explore healthy lifestyles through active outdoor learning, movement and wellbeing activities.	Build teamwork, communication and trust through collaborative Beach School projects and OPAL play.	Celebrate the year's learning through reflection, outdoor challenges and transition activities that build confidence for Year 2.
Assembly Links	School values, belonging, class charters, behaviour expectations and celebrating positive choices.	Anti-bullying Week, Black History Month, kindness, respect, diversity and protected characteristics.	Aspirations, perseverance, Children's Mental Health Week and inspirational people.	Healthy lifestyles, online safety, keeping safe, NSPCC, mental wellbeing and personal responsibility.	Friendship, community, environmental responsibility, British Values and people who help us.	Transition, celebrating achievements, aspirations, reflection and preparing for the future.
Preparing for Year 2	Children leave Year 1 understanding that they are valued members of their school community who can make positive choices, build respectful relationships, manage their emotions, keep themselves healthy and safe, persevere when learning is challenging and contribute positively to the lives of others. They are ready to embrace the greater independence, responsibility and personal development expected throughout Year 2.					

Year 1 – Suggested Teaching Guidance

Teacher Guidance	AUTUMN 1 – Being Me	AUTUMN 2 – Celebrating Difference	SPRING 1 – Dreams and Goals	SPRING 2 – Healthy Me	SUMMER 1 – Relationships	SUMMER 2 – Celebrating Me
Week 1	Introduce the unit through a high-quality text. Discuss what it means to belong to a class and school community. Create a Year 1 Class Charter together and agree shared expectations.	Read a story celebrating diversity such as <i>Elmer</i> . Discuss similarities and differences and create a class display celebrating everyone's uniqueness.	Introduce aspirations through an inspirational story. Discuss personal strengths and create simple individual goals for the half term.	Explore what being healthy means. Sort healthy and unhealthy choices and discuss how food, sleep and exercise help our bodies.	Read a story about friendship. Discuss the qualities of a good friend and create a class friendship recipe.	Reflect on the year so far. Discuss how children have changed since Reception and create a timeline of achievements.
Week 2	Explore feelings using emotion cards, photographs and role play. Discuss how our behaviour affects others and identify trusted adults in school.	Investigate fairness through practical activities. Compare situations where everyone gets the same and where everyone gets what they need.	Explore challenges through collaborative games. Discuss how mistakes help us learn and introduce the language of resilience.	Investigate hygiene through practical demonstrations including handwashing, tooth brushing and healthy routines.	Role-play friendship scenarios and practise solving simple disagreements respectfully using restorative language.	Celebrate individual achievements through circle time and encourage children to recognise achievements beyond academic success.
Week 3	Investigate rights and responsibilities through classroom jobs. Discuss why rules exist and how they help everyone learn safely.	Explore bullying, teasing and unkind behaviour through age-appropriate scenarios. Identify trusted adults who can help.	Complete a teamwork challenge where children must cooperate to solve a problem. Reflect on perseverance and communication.	Investigate physical activity through outdoor games and discuss how exercise affects our bodies and feelings.	Create a 'Helping Hands' display identifying people who help us at home, in school and in the wider community.	Discuss change in nature, families and ourselves. Explore how change can feel exciting as well as worrying.
Week 4	Apply learning through OPAL or Beach School by completing collaborative outdoor challenges that require cooperation, communication and following agreed rules.	Use Beach School or OPAL to complete inclusive team challenges where every child contributes, reinforcing respect and cooperation.	Complete an outdoor problem-solving activity requiring perseverance, teamwork and reflection. Celebrate effort rather than outcomes.	Use Beach School to explore healthy lifestyles through movement, mindfulness, relaxation and active games.	Complete cooperative outdoor challenges that develop trust, listening skills and shared problem solving.	Reflect outdoors on favourite memories from Year 1 and discuss hopes and aspirations for Year 2.
Week 5	Create posters showing how everyone can contribute positively to the class community. Complete pupil voice activities about belonging.	Learn about protected characteristics through stories and discussion, reinforcing kindness, inclusion and respect in an age-appropriate way.	Invite a visitor (or use video examples) to discuss perseverance, determination and achieving goals through practice.	Discuss medicine safety, road safety, online safety and how to seek help when worried or unsafe.	Explore different types of families and caring relationships through picture books and discussion, recognising that every family is unique.	Write or draw a letter to your future Year 2 self sharing hopes, goals and positive memories from Year 1.
Week 6	Review learning through circle time, quizzes and reflection. Return to the Class Charter and celebrate examples of positive choices.	Celebrate diversity through a class showcase or kindness celebration. Reflect on how everyone helps make Year 1 special.	Review personal goals, celebrate achievements and reflect on how resilience has helped learning throughout the half term.	Create a Healthy Me display demonstrating children's understanding of healthy lifestyles, safety and wellbeing.	Celebrate positive relationships through compliment circles, friendship certificates and class reflection.	Complete transition activities, pupil voice interviews and personal reflections celebrating children's growth and readiness for Year 2.
Suggested Quality Texts	<i>Ruby's Worry</i> • <i>The Colour Monster</i> • <i>Perfectly Norman</i>	<i>Elmer</i> • <i>The Same But Different Too</i> • <i>It's OK to be Different</i>	<i>Giraffes Can't Dance</i> • <i>The Most Magnificent Thing</i> • <i>After the Fall</i>	<i>Oliver's Vegetables</i> • <i>Funnybones</i> • <i>The Huge Bag of Worries</i>	<i>The Invisible String</i> • <i>Have You Filled a Bucket Today?</i> • <i>Lost and Found</i>	<i>Only One You</i> • <i>When I Grow Up</i> • <i>The Koala Who Could</i>
Common Misconceptions	Children may believe rules stop them having fun, or that making mistakes means they have failed. Reinforce that rules help everyone feel safe and mistakes help us learn.	Children may think fairness means everyone gets exactly the same or that differences should be hidden. Reinforce equity, inclusion and celebrating diversity.	Children often believe successful people never struggle. Explicitly model perseverance and celebrate effort over outcomes.	Some children think healthy living only means eating fruit or exercising. Reinforce that wellbeing includes sleep, hygiene, emotions, relationships and asking for help.	Children may believe friends never disagree or that saying sorry immediately solves problems. Teach that healthy friendships require communication, forgiveness and compromise.	Children may compare themselves negatively with others. Reinforce that everyone grows, develops and achieves at different rates and in different ways.
Adaptive Teaching	Use visual timetables, social stories, emotion cards, now-and-next boards, adult modelling and structured partner talk.	Use picture books, puppets, sentence stems, paired discussion and concrete examples to explore fairness and inclusion.	Scaffold goal setting, use visual success criteria, provide adult support and celebrate small steps towards success.	Use practical demonstrations, sensory activities, visuals, Zones of Regulation and regular check-ins to support understanding.	Use comic strips, role play, restorative conversations, visual prompts and supported discussion for children requiring additional help with relationships.	Use reflection templates, memory books, visual timelines, transition books and one-to-one conferencing to support reflection and preparation for Year 2.

Assessment Opportunities

Observe children's participation in discussions, collaborative learning, role play, OPAL, Beach School and daily classroom interactions. Capture pupil voice, floor books, photographs, teacher observations and examples of children independently applying learning in real-life situations. Teacher observation, circle time discussions, pupil voice, self-reflection, behaviour observations, discussion with parents and evidence of children's ability to apply learning in everyday situations.

Year 2 Curriculum Overview

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Learning Principle	Belonging	High Expectations	Adaptive Teaching	Inclusion	Community	Relationships
PSHE Theme	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Celebrating Me
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
Year 2 Big Question	How can I take responsibility for my choices and help my community thrive?	How can we celebrate diversity and stand up for others?	How can resilience help me achieve my ambitions?	How can I make healthy and safe choices every day?	How can I build respectful relationships with others?	How have I grown into a more confident and responsible learner?
Prior Learning	Children enter Year 2 understanding classroom routines, recognising emotions, developing friendships and making positive choices. They understand simple rights and responsibilities and are beginning to regulate their emotions independently.					
Curriculum Rationale	Children develop greater independence and responsibility as members of their class and wider school community. They begin to understand fairness, democracy and how their actions influence others whilst developing confidence to contribute positively to school life.	Children deepen their understanding of diversity, equality and inclusion. They explore stereotypes, develop empathy and learn strategies to challenge unkind behaviour, prejudice and bullying appropriately.	Children recognise that resilience, determination and collaboration help people achieve success. They develop aspirations, manage setbacks positively and understand that everyone has different strengths and talents.	Children extend their understanding of physical health, emotional wellbeing and personal safety. They begin making informed choices about healthy lifestyles, recognise risk and understand how to seek support when needed.	Children strengthen communication, cooperation and conflict resolution skills. They recognise healthy and unhealthy behaviours within friendships and understand the importance of honesty, trust and mutual respect.	Children reflect on their achievements and increasing independence, recognising how they have grown socially, emotionally and academically. They prepare confidently for the greater responsibility and challenge of Lower Key Stage Two.
Greatstone Way Links	CARE • Responsibility • Belonging • Respect • Citizenship	CARE • Equality • Respect • Kindness • Inclusion	DREAM • Ambition • Resilience • Confidence • Perseverance	DREAM • Healthy Choices • Wellbeing • Independence • Responsibility	DARE • Community • Friendship • Respect • Stewardship	DARE • Reflection • Achievement • Confidence • Aspirations
Sticky Knowledge	Rights come with responsibilities. My behaviour affects myself and others. I can contribute positively to my community.	Everyone deserves equality, respect and kindness. Stereotypes are often unfair. Bullying should always be challenged safely.	Everyone experiences challenge. Resilience, effort and teamwork help us succeed.	Healthy choices support both physical and mental wellbeing. Trusted adults help keep us safe.	Healthy relationships are built on trust, respect, honesty and communication. Problems can usually be solved peacefully.	Growth happens in many ways. Reflecting on my learning helps me prepare for future challenges.
Substantive Concepts	Responsibility • Citizenship • Belonging • Democracy	Diversity • Equality • Respect • Inclusion	Aspirations • Resilience • Achievement • Determination	Wellbeing • Health • Safety • Responsibility	Relationships • Trust • Communication • Community	Growth • Reflection • Transition • Achievement
Disciplinary Concepts	Reflect • Participate • Contribute • Choose	Compare • Respect • Challenge • Include	Plan • Collaborate • Persevere • Reflect	Identify • Evaluate • Apply • Manage	Communicate • Negotiate • Resolve • Support	Reflect • Celebrate • Prepare • Improve
Knowledge & Skills	Understand rights and responsibilities within school and wider communities. Recognise how behaviour influences others. Develop independence when making decisions and contribute positively to class life. Understand simple democratic processes and fairness.	Recognise diversity within families, communities and the wider world. Understand stereotypes and why they can be unfair. Recognise different forms of bullying and know how to respond safely. Show empathy, kindness and inclusion.	Set realistic goals and understand that resilience supports success. Work collaboratively, overcome challenges positively and recognise the value of determination, practice and perseverance. Celebrate both individual and collective achievement.	Understand healthy eating, exercise, sleep, hygiene, medicine safety and emotional wellbeing. Recognise simple risks in everyday life, including online safety, and identify trusted adults who can provide support.	Build respectful relationships through communication, trust and cooperation. Recognise healthy and unhealthy friendship behaviours. Resolve disagreements using restorative approaches and recognise how honesty and respect strengthen relationships.	Reflect on achievements and increasing independence. Recognise personal strengths and areas for further development. Prepare confidently for Year 3 by developing organisation, resilience and self-confidence.
Vocabulary	responsibility, citizen, community, democracy, fairness, choice, consequence, cooperation	diversity, equality, inclusion, stereotype, bullying, respect, prejudice, kindness	resilience, determination, ambition, perseverance, challenge, success, teamwork, aspiration	wellbeing, balanced, hygiene, exercise, nutrition, emotions, risk, safety	trust, honesty, respect, compromise, cooperation, friendship, conflict, communication	reflection, transition, achievement, confidence, independence, growth, strengths, goals
Beach School & OPAL Links	Work collaboratively to solve outdoor challenges, take responsibility for shared resources and contribute positively to the outdoor environment.	Celebrate diversity through cooperative games and inclusive activities that encourage every child to participate and contribute.	Build resilience through problem-solving, teamwork and reflective outdoor challenges that encourage perseverance.	Explore healthy lifestyles through active learning, physical challenges and wellbeing activities in the natural environment.	Develop communication and trust through collaborative den building, team challenges and environmental stewardship projects.	Celebrate achievements through outdoor reflection, collaborative projects and transition challenges that prepare children for Key Stage Two.
Assembly Links	School values, pupil leadership, responsibility, democracy and belonging.	Anti-Bullying Week, Black History Month, diversity, equality, protected characteristics and respect.	Inspirational people, resilience, Children's Mental Health Week, aspirations and perseverance.	Healthy lifestyles, online safety, NSPCC, emotional wellbeing, keeping safe and personal responsibility.	Friendship, community service, British Values, environmental responsibility and caring for others.	Reflection, celebration, aspirations, transition, achievements and preparing for new opportunities.
Preparing for Year 3	Children leave Year 2 as increasingly independent, respectful and resilient learners who understand their responsibilities within school and the wider community. They recognise diversity, make healthy and safe choices, build positive relationships and approach Lower Key Stage Two with confidence, curiosity and a growing sense of personal responsibility.					

Year 2 – Suggested Teaching Guidance

Teacher Guidance	AUTUMN 1 – Being Me	AUTUMN 2 – Celebrating Difference	SPRING 1 – Dreams and Goals	SPRING 2 – Healthy Me	SUMMER 1 – Relationships	SUMMER 2 – Celebrating Me
Suggested Six-Week Teaching Sequence	Week 1: Explore rights, responsibilities and belonging through a quality text. Create a class charter and discuss how everyone contributes to the school community. Week 2: Investigate fairness through classroom responsibilities and pupil leadership opportunities. Week 3: Explore choices and consequences using real-life scenarios and role play. Week 4: Complete collaborative OPAL or Beach School challenges requiring teamwork and shared responsibility. Week 5: Learn about democracy through simple voting activities and pupil voice opportunities. Week 6: Reflect on how positive choices help everyone learn, celebrate achievements and revisit the class charter.	Week 1: Introduce diversity through stories and photographs celebrating different families, cultures and communities. Week 2: Explore similarities, differences and fairness through discussion and collaborative activities. Week 3: Investigate stereotypes using books, toys and everyday examples. Week 4: Explore bullying, bystander behaviour and how to seek help through role play. Week 5: Celebrate inclusion through collaborative art or class projects recognising everyone's strengths. Week 6: Hold a 'Celebrating Us' showcase reflecting on kindness, respect and inclusion.	Week 1: Explore aspirations and personal strengths through inspirational people and stories. Week 2: Set realistic personal and class goals, identifying small steps towards success. Week 3: Complete teamwork challenges focusing on resilience, cooperation and communication. Week 4: Reflect on setbacks and discuss how perseverance helps people succeed. Week 5: Apply resilience through Beach School problem-solving and outdoor learning challenges. Week 6: Celebrate achievements, review goals and reflect on learning journeys.	Week 1: Investigate healthy lifestyles including balanced diets, exercise and sleep. Week 2: Explore emotional wellbeing using Zones of Regulation, mindfulness and feelings activities. Week 3: Learn about medicine safety, household hazards and keeping safe at home. Week 4: Investigate online safety and trusted adults through practical scenarios. Week 5: Apply healthy lifestyle choices through outdoor physical activities and wellbeing challenges. Week 6: Create a 'Healthy Me' campaign promoting healthy choices across the school.	Week 1: Explore qualities of healthy friendships using stories and discussion. Week 2: Role play communication, listening and resolving disagreements respectfully. Week 3: Investigate different family structures and communities, celebrating diversity and belonging. Week 4: Complete collaborative Beach School challenges requiring trust, cooperation and leadership. Week 5: Learn about trusted adults, asking for help and recognising healthy relationships. Week 6: Celebrate friendships through compliment circles and collaborative reflection activities.	Week 1: Reflect on how children have grown socially, emotionally and academically since Year 1. Week 2: Explore change positively through stories, timelines and discussions. Week 3: Celebrate personal strengths and achievements beyond the classroom. Week 4: Complete transition activities introducing Year 3 expectations and responsibilities. Week 5: Create memory books or learning journeys celebrating Year 2. Week 6: Reflect on aspirations, celebrate achievements and prepare confidently for Key Stage Two.
Suggested Quality Texts	<i>The Day the Crayons Quit • What If Everybody Did That? • A Chair for My Mother</i>	<i>The Proudest Blue • The Same Inside • Mixed • Odd Dog Out</i>	<i>After the Fall • The Most Magnificent Thing • Rosie Revere, Engineer</i>	<i>Oliver's Fruit Salad • The Huge Bag of Worries • Everybody Feels...</i>	<i>The Invisible String • My Strong Mind • Perfectly Norman</i>	<i>The Koala Who Could • Only One You • The Magical Yet</i>
Common Misconceptions	Children may believe responsibility only belongs to adults or teachers. Some may think fairness means everyone receives exactly the same. Reinforce shared responsibility and explain the difference between equality and fairness using practical examples.	Children may think stereotypes are facts or that differences should be hidden to fit in. Some may believe bullying is only physical. Reinforce that everyone is unique, stereotypes can be harmful and bullying can be physical, verbal or emotional.	Children often think successful people never make mistakes or that failure means giving up. Explicitly teach that resilience develops through practice, reflection and learning from mistakes.	Children may think being healthy only relates to food and exercise or that mental health means being unhappy. Reinforce that wellbeing includes emotional health, relationships, sleep, hygiene and asking for help.	Children sometimes believe healthy friendships never involve disagreements or that everyone should always agree. Model respectful disagreement, compromise and communication as positive relationship skills.	Children may compare themselves negatively with peers or think change should always feel exciting. Reinforce that everyone grows differently and that mixed emotions about change are normal.
Adaptive Teaching	Use visual prompts, classroom scenarios, social stories, collaborative games, structured partner talk and concrete examples of fairness and responsibility. Provide adult modelling and sentence stems where needed.	Support vocabulary with visuals, picture books and role play. Use structured discussion, mixed ability grouping and carefully chosen stories that celebrate diversity and inclusion.	Break goals into manageable steps, provide regular encouragement, celebrate effort as well as achievement and use visual success criteria to build confidence.	Use practical investigations, visual healthy lifestyle prompts, Zones of Regulation, movement breaks and regular emotional check-ins. Provide additional adult support where needed for sensitive discussions.	Model conversations through role play, comic strips and restorative approaches. Use social stories, visual friendship prompts and structured collaborative activities to develop communication skills.	Support reflection using learning journals, timelines, memory books, photographs, transition booklets and pupil conferencing. Allow children multiple ways to celebrate achievements including speaking, drawing and writing.
Assessment Opportunities	Teacher observations, pupil voice, discussion, circle time, collaborative activities, role play, class floor books, independent application during classroom routines, OPAL and Beach School, reflective journals and evidence of children applying learning independently in everyday situations.					

Year 3 Curriculum Overview

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Learning Principle	Belonging	High Expectations	Adaptive Teaching	Inclusion	Community	Relationships
PSHE Theme	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Celebrating Me
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
Year 3 Big Question	How can I make a positive difference to my school and wider community?	How can understanding diversity help us build a fairer world?	How can determination and teamwork help us achieve our goals?	How can I make informed choices that support my physical and mental wellbeing?	How can I build strong, respectful relationships and solve problems positively?	How have I grown into a resilient and responsible Key Stage Two learner?
Prior Learning	Children enter Year 3 understanding rights and responsibilities, recognising diversity, developing resilience, making healthy choices and building positive friendships. They are increasingly independent learners who understand the importance of kindness, honesty and respect.					
Curriculum Rationale	As children move into Lower Key Stage Two they begin to recognise their role within increasingly diverse communities. They develop responsibility, independence and confidence whilst understanding how their actions contribute to a positive learning environment and wider society.	Children deepen their understanding of equality, diversity and inclusion by exploring stereotypes, discrimination and fairness in age-appropriate ways. They develop empathy, respect and confidence to challenge unkindness safely.	Children recognise that resilience, collaboration and determination help people achieve success. They develop aspirations, understand that everyone learns differently and begin reflecting critically on their own progress and personal development.	Children develop a broader understanding of physical health, emotional wellbeing and risk management. They explore healthy lifestyles, emotional regulation, online safety and strategies that support positive mental health.	Children strengthen communication, cooperation and conflict resolution skills whilst recognising the qualities of healthy relationships. They begin understanding peer influence, personal boundaries and respectful behaviour in different situations.	Children reflect on their personal growth, achievements and responsibilities. They recognise increasing independence and prepare confidently for the greater expectations and opportunities of Year 4.
Greatstone Way Links	CARE • Responsibility • Citizenship • Respect • Belonging	CARE • Equality • Inclusion • Respect • Courage	DREAM • Resilience • Ambition • Collaboration • Confidence	DREAM • Wellbeing • Independence • Healthy Choices • Responsibility	DARE • Community • Respect • Relationships • Leadership	DARE • Reflection • Achievement • Aspiration • Confidence
Sticky Knowledge	I can make a positive contribution to my school and community. Rights and responsibilities work together.	Diversity makes communities stronger. Stereotypes and discrimination are unfair and should be challenged respectfully.	Goals are achieved through perseverance, resilience, teamwork and reflection.	Healthy lifestyles include physical, emotional and mental wellbeing. I can manage risks and know where to seek help.	Healthy relationships require trust, communication, honesty, respect and appropriate boundaries.	Reflection helps me recognise my strengths and prepare for future learning and responsibilities.
Substantive Concepts	Responsibility • Citizenship • Community • Identity	Diversity • Equality • Inclusion • Respect	Aspirations • Resilience • Achievement • Determination	Wellbeing • Health • Safety • Responsibility	Relationships • Trust • Boundaries • Communication	Reflection • Growth • Achievement • Transition
Disciplinary Concepts	Participate • Reflect • Contribute • Lead	Compare • Respect • Challenge • Evaluate	Plan • Collaborate • Persevere • Reflect	Identify • Evaluate • Manage • Apply	Communicate • Negotiate • Resolve • Respect	Reflect • Evaluate • Improve • Prepare
Knowledge & Skills	Understand rights, responsibilities and democracy within school and society. Develop leadership skills through contributing positively to the school community. Recognise how individual actions affect others and begin understanding the importance of active citizenship.	Explore diversity within Britain and the wider world. Understand stereotypes, discrimination and prejudice in age-appropriate ways. Recognise bullying behaviours, develop empathy and confidently challenge unfairness through respectful discussion and action.	Set ambitious but realistic goals and understand how resilience, collaboration and reflection contribute to success. Recognise personal strengths and areas for development whilst learning to overcome setbacks positively.	Understand how physical health, emotional wellbeing, healthy relationships and online safety contribute to overall wellbeing. Recognise simple risks, understand basic first aid principles and develop strategies to regulate emotions and seek support when necessary.	Build respectful relationships through communication, trust, honesty and empathy. Recognise healthy and unhealthy behaviours, understand personal boundaries and develop effective conflict resolution strategies.	Reflect on personal achievements, responsibilities and growing independence. Recognise how learning, relationships and resilience have developed throughout Year 3 and prepare confidently for Year 4.
Vocabulary	citizenship, responsibility, democracy, leadership, participation, community, cooperation, contribution	diversity, equality, inclusion, stereotype, discrimination, prejudice, empathy, fairness	resilience, perseverance, ambition, aspiration, determination, collaboration, reflection, achievement	wellbeing, mental health, physical health, hygiene, nutrition, risk, safety, regulation	trust, respect, communication, empathy, boundaries, conflict, cooperation, compromise	reflection, transition, independence, confidence, achievement, growth, aspirations, responsibility
Beach School & OPAL Links	Develop leadership through collaborative outdoor projects, shared responsibilities and environmental stewardship.	Celebrate diversity through inclusive team-building challenges and collaborative outdoor learning.	Build resilience through problem-solving, navigation and teamwork activities that require perseverance and reflection.	Promote healthy lifestyles through physical activity, mindfulness, risk assessment and wellbeing in the natural environment.	Strengthen communication, trust and cooperation through team challenges, den building and environmental projects.	Celebrate learning through outdoor reflection, leadership opportunities and transition challenges that prepare children for Year 4.
Assembly Links	School values, pupil leadership, democracy, responsibility and belonging.	Anti-Bullying Week, Black History Month, protected characteristics, equality, diversity and inclusion.	Children's Mental Health Week, aspirations, inspirational role models, perseverance and resilience.	Healthy lifestyles, online safety, emotional wellbeing, NSPCC, first aid awareness and personal safety.	Community responsibility, British Values, environmental stewardship, volunteering and respectful relationships.	Reflection, aspirations, celebrating achievements, transition and preparing for increasing responsibility.
Assessment Opportunities	Teacher observation, pupil voice, collaborative discussion, reflective journals, floor books, role play, scenarios, application during classroom routines, OPAL and Beach School, independent decision-making and evidence of children applying learning confidently across school life.					
Preparing for Year 4	Children leave Year 3 as thoughtful, resilient and increasingly independent learners who understand their responsibilities within school and society. They value diversity, make informed choices about their wellbeing, build respectful relationships, contribute positively to their community and approach Year 4 with confidence, empathy and a growing sense of leadership.					

Year 3 – Suggested Teaching Guidance

Teacher Guidance	AUTUMN 1 – Being Me	AUTUMN 2 – Celebrating Difference	SPRING 1 – Dreams and Goals	SPRING 2 – Healthy Me	SUMMER 1 – Relationships	SUMMER 2 – Celebrating Me
Suggested Six-Week Teaching Sequence	Week 1: Introduce the concepts of rights, responsibilities and citizenship through a quality text and discussion. Explore how individuals contribute to a successful community. Week 2: Investigate democracy through class voting, decision-making and pupil leadership opportunities. Week 3: Explore personal responsibility through real-life scenarios, discussing choices, consequences and accountability. Week 4: Complete collaborative Beach School or OPAL challenges where pupils take responsibility for leadership, organisation and teamwork. Week 5: Reflect on how individuals positively influence school and local communities through acts of service and leadership. Week 6: Evaluate learning by revisiting class responsibilities and setting personal contribution goals.	Week 1: Explore diversity within Britain and the wider world through quality texts, photographs and discussion. Week 2: Investigate stereotypes using media, toys, careers and historical examples. Discuss why stereotypes can be harmful. Week 3: Explore equality, discrimination and prejudice through age-appropriate case studies and role play. Week 4: Investigate bullying, including prejudice-based bullying, and develop strategies for safely supporting others. Week 5: Complete collaborative activities celebrating diversity and inclusion through art, drama or community projects. Week 6: Reflect on how respect, empathy and inclusion strengthen communities and celebrate learning through pupil presentations.	Week 1: Introduce aspirations by exploring inspirational people who overcame challenges through perseverance. Week 2: Set ambitious but realistic personal learning and wellbeing goals. Week 3: Complete collaborative problem-solving challenges requiring resilience, teamwork and communication. Week 4: Explore how setbacks provide opportunities for learning through discussion, reflection and personal experiences. Week 5: Apply resilience during Beach School investigations and outdoor leadership activities. Week 6: Reflect on goals, celebrate progress and identify strategies that supported success.	Week 1: Investigate physical, emotional and mental wellbeing, recognising that all contribute to a healthy lifestyle. Week 2: Explore nutrition, exercise, sleep and healthy routines through practical investigations. Week 3: Develop understanding of emotional regulation, mindfulness and strategies for managing difficult feelings. Week 4: Investigate online safety, personal information, digital footprints and safe communication online. Week 5: Learn basic first aid, personal safety and strategies for recognising and managing everyday risks. Week 6: Create a Year 3 wellbeing campaign promoting healthy lifestyles and positive mental health.	Week 1: Explore the qualities of healthy relationships through stories, discussion and collaborative activities. Week 2: Practise communication, active listening and conflict resolution through structured role play. Week 3: Investigate trust, honesty, empathy and respect using real-life scenarios and group discussion. Week 4: Complete collaborative Beach School projects requiring leadership, negotiation and teamwork. Week 5: Explore personal boundaries, peer influence and seeking help from trusted adults when needed. Week 6: Celebrate positive relationships through class reflection, compliments and community-building activities.	Week 1: Reflect on personal growth since Year 2, identifying achievements across learning, friendships and personal development. Week 2: Explore change positively, recognising how resilience supports transition. Week 3: Celebrate individual strengths, talents and contributions to school life. Week 4: Complete transition activities introducing Year 4 expectations, independence and responsibility. Week 5: Create learning journals or portfolios celebrating progress and memorable experiences. Week 6: Reflect on aspirations for Year 4, celebrate achievements and identify personal goals for the future.
Suggested Quality Texts	<i>The Hundred Dresses • What If Everybody Did That? • Be the Change</i>	<i>The Proudest Blue • Amazing Grace • The Name Jar • Sulwe</i>	<i>The Dot • After the Fall • Emmanuel's Dream</i>	<i>The Huge Bag of Worries • The Boy with Big, Big Feelings • See Inside Your Body</i>	<i>The Invisible Boy • Each Kindness • Enemy Pie</i>	<i>The Magical Yet • Only One You • The Koala Who Could</i>
Common Misconceptions	Children may believe that leadership only belongs to adults or older pupils. Some may think individual actions make little difference. Reinforce that everyone can contribute positively to their community through everyday actions.	Children may believe stereotypes are harmless or that discrimination only affects adults. Explore how assumptions influence behaviour and reinforce the importance of respect and inclusion for everyone.	Children often think successful people achieve without setbacks. Model perseverance, resilience and reflective thinking as essential parts of success.	Children may believe mental wellbeing only matters when someone is unhappy, or that online safety only applies to strangers. Reinforce that wellbeing requires daily care and that online risks can come from familiar situations as well as unknown people.	Children sometimes think respect must always be earned or that disagreements damage friendships permanently. Model respectful communication, empathy and restorative approaches to strengthen relationships.	Children may compare themselves negatively with peers or worry about increasing expectations. Reinforce that everyone develops at different rates and that transition is an opportunity for growth rather than something to fear.
Adaptive Teaching	Use visual organisers, class discussions, practical leadership opportunities, sentence stems and collaborative learning. Provide adult support when exploring rights, responsibilities and democratic decision-making.	Support learning through quality texts, role play, structured discussion, visual prompts, carefully chosen case studies and mixed-attainment collaborative groups. Pre-teach key vocabulary where appropriate.	Break goals into manageable steps, provide regular feedback, celebrate effort and use reflective questioning to develop resilience. Encourage peer coaching and collaborative problem solving.	Use practical demonstrations, visual resources, wellbeing check-ins, Zones of Regulation, mindfulness activities and structured discussion. Adapt sensitive content to meet the needs of individual pupils.	Model communication through role play, comic strips, restorative conversations and collaborative tasks. Use social stories, scaffolded discussions and visual prompts to support understanding of relationships and boundaries.	Use reflection journals, transition booklets, pupil conferencing, learning portfolios, visual timelines and one-to-one conversations to support children in recognising their progress and preparing confidently for Year 4.
Assessment Opportunities	Teacher observation, pupil voice, collaborative discussion, reflective journals, floor books, role play, scenarios, application during classroom routines, OPAL and Beach School, independent decision-making and evidence of children applying learning confidently across school life.					

Year 4 Curriculum Overview

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Learning Principle	Belonging	High Expectations	Adaptive Teaching	Inclusion	Community	Relationships
PSHE Theme	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Celebrating Me
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
Year 4 Big Question	How can I become a responsible citizen who makes a positive difference?	How can understanding equality help us build an inclusive community?	How can resilience, determination and teamwork help me overcome challenges?	How can I take responsibility for my physical, emotional and digital wellbeing?	How can I build respectful relationships based on trust, honesty and empathy?	How have I grown as a learner and citizen, and how can I continue to make a difference?
Prior Learning	Children enter Year 4 with an understanding of responsibility, diversity, resilience, healthy lifestyles and respectful relationships. They are increasingly reflective learners who can explain their choices and understand the importance of empathy, fairness and cooperation.					
Curriculum Rationale	Children develop a deeper understanding of citizenship, democracy and their role within local, national and global communities. They recognise that everyone has a responsibility to contribute positively and that leadership can be demonstrated through everyday actions.	Children deepen their understanding of equality, discrimination and diversity by exploring stereotypes, protected characteristics and inclusion in greater depth. They develop confidence to challenge prejudice respectfully and become advocates for fairness.	Children recognise that success is achieved through perseverance, reflection and collaboration. They develop independence, resilience and confidence by managing challenges positively and understanding how setbacks support future success.	Children develop greater independence in managing their physical and emotional wellbeing. They explore healthy lifestyles, online responsibility, risk management, emotional regulation and personal safety, enabling them to make informed choices.	Children strengthen relationships by developing empathy, communication and conflict resolution skills. They understand trust, personal boundaries, respect and the importance of maintaining healthy relationships both offline and online.	Children reflect on their personal growth and increasing responsibilities. They recognise how their values, actions and learning contribute to their community and prepare confidently for the greater expectations of Upper Key Stage Two.
Greatstone Way Links	CARE • Citizenship • Responsibility • Belonging • Leadership	CARE • Equality • Respect • Inclusion • Courage	DREAM • Ambition • Perseverance • Confidence • Reflection	DREAM • Wellbeing • Independence • Responsibility • Healthy Choices	DARE • Community • Relationships • Respect • Leadership	DARE • Reflection • Achievement • Legacy • Aspiration
Sticky Knowledge	Responsible citizens contribute positively to their communities. Leadership is demonstrated through actions and choices.	Equality means everyone deserves respect, dignity and opportunity. Discrimination and prejudice should always be challenged appropriately.	Challenges help us grow. Success requires perseverance, reflection and collaboration.	Physical, emotional and digital wellbeing are all important. Managing risk and asking for help are signs of responsibility.	Healthy relationships are built on trust, empathy, communication, honesty and respect for boundaries.	Reflection helps us recognise achievements, learn from experiences and prepare for future challenges.
Substantive Concepts	Citizenship • Responsibility • Democracy • Leadership	Equality • Diversity • Inclusion • Justice	Resilience • Determination • Aspiration • Achievement	Wellbeing • Health • Safety • Responsibility	Relationships • Trust • Boundaries • Respect	Reflection • Legacy • Growth • Achievement
Disciplinary Concepts	Participate • Evaluate • Lead • Contribute	Analyse • Respect • Challenge • Advocate	Plan • Reflect • Persevere • Improve	Evaluate • Apply • Manage • Respond	Communicate • Empathise • Negotiate • Resolve	Reflect • Evaluate • Celebrate • Prepare
Knowledge & Skills	Understand the rights and responsibilities of citizens within school and wider society. Explore democracy, leadership and decision-making. Develop confidence in contributing positively to the school community through leadership and service opportunities. Recognise how individual actions contribute to collective success.	Explore equality, diversity and protected characteristics in age-appropriate ways. Understand discrimination, stereotypes and prejudice and recognise how they affect individuals and communities. Develop confidence to challenge unfairness respectfully and promote inclusion through everyday actions.	Set ambitious personal goals and understand how resilience, determination and reflection support achievement. Develop independence, collaborative problem-solving and the ability to learn from setbacks. Recognise that success looks different for everyone.	Develop a secure understanding of healthy lifestyles, emotional wellbeing, online safety and risk management. Recognise the importance of balanced choices, positive mental health and seeking support when needed. Develop confidence to manage increasingly independent decisions safely and responsibly.	Develop respectful relationships built on trust, empathy and effective communication. Understand healthy boundaries, recognise peer influence and develop strategies for resolving conflict positively. Recognise the importance of respect in all relationships, including online interactions.	Reflect on personal growth, achievements and responsibilities throughout Lower Key Stage Two. Recognise strengths, identify future goals and prepare confidently for the increasing expectations, independence and opportunities presented in Year 5.
Vocabulary	democracy, citizen, leadership, responsibility, participation, rights, contribution, accountability	equality, inclusion, diversity, discrimination, prejudice, stereotype, respect, protected characteristics	aspiration, determination, perseverance, resilience, collaboration, reflection, achievement, independence	wellbeing, emotional health, physical health, digital wellbeing, risk, regulation, responsibility, resilience	empathy, boundaries, trust, communication, respect, influence, cooperation, honesty	reflection, legacy, transition, achievement, responsibility, confidence, aspiration, growth
Beach School & OPAL Links	Lead collaborative outdoor activities, organise shared tasks, demonstrate responsibility for equipment and the environment, and contribute to community projects.	Explore inclusion through cooperative challenges, celebrating different strengths and encouraging every child to participate and lead.	Develop resilience through navigation, team-building, outdoor investigations and problem-solving activities that require perseverance and reflection.	Promote physical and emotional wellbeing through outdoor fitness, mindfulness, risk assessment and healthy lifestyle challenges within the natural environment.	Develop trust, communication and leadership through collaborative construction, environmental stewardship and group problem-solving challenges.	Reflect on personal growth through outdoor celebration activities, leadership opportunities and transition challenges that prepare children for Upper Key Stage Two.
Assembly Links	British Values, democracy, leadership, pupil voice, responsibility and belonging.	Equality, Anti-Bullying Week, Black History Month, diversity, inclusion and protected characteristics.	Inspirational people, resilience, Children's Mental Health Week, aspirations and overcoming adversity.	Healthy lifestyles, online safety, emotional wellbeing, personal safety, first aid awareness and responsible decision-making.	Community, volunteering, environmental responsibility, respectful relationships and teamwork.	Reflection, achievement, transition, aspirations, leadership and preparing for Year 5.
Preparing for Year 5	Children leave Year 4 as confident, reflective and responsible learners who understand their role as active citizens within their communities. They celebrate diversity, make informed choices about their wellbeing, build respectful and trusting relationships, demonstrate resilience when facing challenge and approach Upper Key Stage Two with increasing independence, confidence and leadership.					

Year 4 – Suggested Teaching Guidance

Teacher Guidance	AUTUMN 1 – Being Me	AUTUMN 2 – Celebrating Difference	SPRING 1 – Dreams and Goals	SPRING 2 – Healthy Me	SUMMER 1 – Relationships	SUMMER 2 – Celebrating Me
Suggested Six-Week Teaching Sequence	Week 1: Introduce the concepts of citizenship, democracy and leadership through a high-quality text and discussion. Explore how people contribute positively to their communities. Week 2: Investigate rights and responsibilities within school, local communities and wider society. Compare different leadership roles. Week 3: Explore fairness and decision-making through class debates and democratic voting activities. Week 4: Apply leadership through Beach School or OPAL by organising collaborative challenges and taking responsibility for group success. Week 5: Plan and complete a small community action project that improves the classroom or school environment. Week 6: Reflect on personal leadership, evaluate contributions and set goals for becoming active citizens.	Week 1: Introduce equality, diversity and inclusion through stories, photographs and current examples of diverse communities. Week 2: Explore stereotypes and unconscious bias using media, careers and historical examples. Discuss how assumptions affect people. Week 3: Investigate discrimination and prejudice through age-appropriate scenarios, recognising protected characteristics and promoting fairness. Week 4: Explore bullying, including prejudice-based bullying and cyberbullying, through discussion and role play. Develop strategies for responding safely. Week 5: Plan a class campaign promoting inclusion, respect and kindness within school. Week 6: Reflect on how equality strengthens communities and celebrate learning through presentations or pupil-led assemblies.	Week 1: Explore aspirations through inspirational people who demonstrated resilience and determination despite setbacks. Week 2: Set ambitious but achievable personal goals linked to learning, wellbeing and personal development. Week 3: Complete collaborative STEM or outdoor problem-solving challenges requiring communication, leadership and resilience. Week 4: Reflect on setbacks, identifying strategies that support perseverance, adaptability and positive thinking. Week 5: Apply learning through Beach School team challenges requiring planning, cooperation and resilience. Week 6: Evaluate progress towards goals, celebrate achievements and identify next steps for future success.	Week 1: Explore the links between physical health, emotional wellbeing and healthy lifestyles through practical investigations. Week 2: Investigate nutrition, exercise, sleep and self-care, evaluating how daily choices affect wellbeing. Week 3: Develop emotional regulation strategies including mindfulness, breathing techniques and identifying trusted sources of support. Week 4: Explore online safety, digital wellbeing, respectful online behaviour and managing screen time responsibly. Week 5: Learn basic first aid, emergency situations and strategies for managing everyday risks safely. Week 6: Design a Year 4 wellbeing campaign encouraging healthy habits and positive mental wellbeing.	Week 1: Explore the qualities of healthy relationships including trust, empathy, honesty and respect. Week 2: Practise communication, negotiation and conflict resolution using realistic scenarios and role play. Week 3: Investigate peer influence, personal boundaries and recognising respectful and disrespectful behaviours. Week 4: Apply teamwork through collaborative Beach School challenges requiring leadership, trust and shared responsibility. Week 5: Explore respectful online relationships and strategies for seeking help when relationships become difficult. Week 6: Celebrate positive relationships through collaborative reflection, pupil voice and class community projects.	Week 1: Reflect on personal development since Year 3, identifying achievements across academic, social and personal learning. Week 2: Explore change positively, recognising how resilience supports new opportunities and responsibilities. Week 3: Celebrate strengths, talents and contributions through pupil-led presentations or portfolios. Week 4: Complete transition activities introducing Year 5 expectations, leadership opportunities and increasing independence. Week 5: Create learning portfolios or memory books celebrating progress and personal growth. Week 6: Reflect on aspirations for Upper Key Stage Two, celebrate achievements and establish personal goals for Year 5.
Suggested Quality Texts	<i>The Promise</i> – Nicola Davies • <i>The Gardener</i> – Sarah Stewart • <i>Be the Change</i> – Molly Bang	<i>The Proudest Blue</i> – Ibtihaj Muhammad • <i>Hidden Figures</i> (Young Readers Edition) • <i>The Name Jar</i> – Yangsook Choi • <i>The Undefeated</i> – Kwame Alexander	<i>The Boy Who Never Gave Up</i> • <i>The Dot</i> – Peter H. Reynolds • <i>Emmanuel's Dream</i> – Laurie Ann Thompson	<i>The Huge Bag of Worries</i> – Virginia Ironside • <i>See Inside Your Body</i> • <i>What Makes Me a Me?</i>	<i>The Invisible Boy</i> – Trudy Ludwig • <i>Each Kindness</i> – Jacqueline Woodson • <i>The Sandwich Swap</i> – Queen Rania Al Abdullah	<i>The Magical Yet</i> – Angela DiTerlizzi • <i>Only One You</i> – Linda Kranz • <i>The Journey</i> – Francesca Sanna
Common Misconceptions	Children may believe leadership is only about being in charge or having authority. Reinforce that leadership is demonstrated through kindness, service, responsibility and positive influence. Some may think democracy means everyone always gets what they want rather than understanding majority decisions and respectful disagreement.	Children may think equality means treating everyone identically or that discrimination only happens in history. Reinforce the difference between equality and equity, and show that prejudice can still occur today. Address stereotypes sensitively and challenge assumptions through discussion and evidence.	Children may believe that successful people achieve without setbacks or that resilience means never asking for help. Reinforce that resilience includes seeking support, reflecting on mistakes and adapting strategies to overcome challenges.	Children may think online safety only relates to strangers or that emotional wellbeing is only important when someone feels unhappy. Reinforce that healthy wellbeing is maintained every day and that digital choices have lasting consequences.	Children may think peer pressure is always negative or that healthy relationships never involve disagreements. Explore positive peer influence alongside respectful conflict resolution, boundaries and compromise.	Children may compare their progress with others or feel anxious about increasing expectations. Reinforce that growth is personal, everyone develops differently and transition provides opportunities for learning and new experiences.
Adaptive Teaching	Use collaborative learning, visual organisers, democratic voting activities, leadership opportunities and structured discussion. Provide sentence stems, real-life examples and adult modelling to support understanding of citizenship and responsibility.	Use carefully selected texts, photographs, historical examples, role play and discussion protocols. Pre-teach challenging vocabulary and use mixed-attainment group work to support respectful dialogue about equality and diversity.	Break ambitious goals into manageable stages, provide regular feedback, celebrate perseverance, use learning journals and encourage peer coaching. Scaffold reflection using success criteria and guided questioning where appropriate.	Use practical demonstrations, wellbeing check-ins, Zones of Regulation, mindfulness activities, visual prompts and scenarios to support emotional understanding. Adapt sensitive discussions to meet individual pupils' needs and experiences.	Use role play, comic strips, restorative conversations, discussion prompts and collaborative challenges to model healthy relationships. Scaffold conversations around boundaries, peer influence and respectful communication using visuals and sentence stems.	Support reflection through learning portfolios, transition booklets, pupil conferencing, visual timelines, memory books and structured self-evaluation activities. Encourage children to recognise progress across academic, social and personal development.
Assessment Opportunities	Teacher observation, pupil voice, reflective journals, discussion, collaborative projects, role play, OPAL and Beach School participation, scenarios, independent application of learning, floor books and evidence of children demonstrating increasingly responsible choices and leadership across school life.					

Year 5 Curriculum Overview

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Learning Principle	Belonging	High Expectations	Adaptive Teaching	Inclusion	Community	Relationships
PSHE Theme	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Celebrating Me
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
Year 5 Big Question	How can I use my voice and actions to become a positive leader in my community?	How can understanding diversity and equality help create a more just society?	How can resilience, ambition and determination help me achieve my potential?	How can I make responsible choices to protect my physical, emotional and digital wellbeing?	How can I develop healthy relationships built on trust, respect and empathy?	What legacy do I want to leave as I prepare for my final year of primary school?
Prior Learning	Children enter Year 5 understanding citizenship, equality, resilience, wellbeing and healthy relationships. They recognise the importance of respectful communication, responsible decision-making and contributing positively to their school and wider community.					
Curriculum Rationale	Children develop a greater understanding of leadership, citizenship and democracy by recognising how their actions influence others. They begin to understand that responsible leadership requires integrity, respect and service to others whilst developing confidence to make a positive contribution within school and beyond.	Children deepen their understanding of diversity, equality and social justice by exploring discrimination, stereotypes, protected characteristics and inclusion. They learn to challenge prejudice respectfully and understand the importance of creating communities where everyone feels safe, valued and respected.	Children develop ambitious aspirations whilst recognising that resilience, perseverance, reflection and adaptability underpin success. They explore how individuals overcome adversity, manage setbacks and use challenges as opportunities for growth.	Children strengthen their understanding of physical health, emotional wellbeing and digital citizenship. They learn to manage increasing independence responsibly, exploring online safety, peer influence, healthy lifestyles, puberty preparation and strategies for maintaining positive mental health.	Children develop mature, respectful relationships by exploring communication, empathy, trust, boundaries and peer influence. They recognise healthy and unhealthy behaviours within friendships and develop confidence to seek help and make safe choices.	Children reflect on their growing independence, leadership and responsibilities. They celebrate personal achievements, identify future aspirations and prepare confidently for the greater expectations of Year 6 and life beyond.
Greatstone Way Links	CARE • Leadership • Citizenship • Responsibility • Belonging	CARE • Equality • Inclusion • Respect • Courage	DREAM • Ambition • Perseverance • Reflection • Confidence	DREAM • Wellbeing • Independence • Responsibility • Healthy Choices	DARE • Community • Respect • Relationships • Integrity	DARE • Reflection • Legacy • Achievement • Aspiration
Sticky Knowledge	Positive leadership is demonstrated through service, responsibility, integrity and respect for others.	Diversity strengthens communities. Equality requires fairness, respect and challenging discrimination appropriately.	Success is achieved through ambition, resilience, perseverance, adaptability and reflection.	Physical, emotional and digital wellbeing are interconnected. Responsible choices support lifelong health and safety.	Healthy relationships require communication, empathy, trust, respect, honesty and appropriate boundaries.	Reflecting on experiences helps shape future aspirations and enables positive contributions to the wider community.
Substantive Concepts	Leadership • Citizenship • Democracy • Responsibility	Equality • Diversity • Justice • Inclusion	Ambition • Resilience • Perseverance • Achievement	Wellbeing • Health • Safety • Responsibility	Relationships • Respect • Boundaries • Communication	Legacy • Reflection • Growth • Aspiration
Disciplinary Concepts	Lead • Evaluate • Participate • Influence	Analyse • Challenge • Respect • Advocate	Plan • Reflect • Adapt • Persevere	Evaluate • Apply • Manage • Justify	Communicate • Empathise • Negotiate • Resolve	Reflect • Evaluate • Inspire • Prepare
Knowledge & Skills	Understand leadership within democratic communities and recognise how individuals influence positive change. Explore rights, responsibilities and active citizenship whilst developing confidence to lead by example through school leadership, teamwork and community service. Recognise that effective leadership requires integrity, respect, empathy and responsibility.	Explore diversity, equality and inclusion through contemporary and historical contexts. Develop understanding of stereotypes, discrimination, protected characteristics and unconscious bias in age-appropriate ways. Build confidence to challenge prejudice respectfully, promote fairness and value different perspectives.	Develop ambitious goals whilst recognising that resilience, determination and adaptability underpin long-term success. Learn to reflect critically on progress, evaluate strategies for improvement and recognise that setbacks are valuable opportunities for learning and growth.	Develop a secure understanding of healthy lifestyles, emotional wellbeing, online safety, puberty preparation, peer influence and managing risk. Explore strategies that support resilience, positive mental health and responsible decision-making both online and offline.	Develop respectful relationships through effective communication, empathy, trust and honesty. Recognise healthy and unhealthy relationship behaviours, understand the importance of personal boundaries and develop strategies for responding safely to peer pressure or conflict.	Reflect on personal achievements, leadership, resilience and responsibilities throughout Year 5. Recognise how personal choices influence others, identify aspirations for Year 6 and begin considering the legacy they wish to leave within the school community.
Vocabulary	leadership, democracy, integrity, citizenship, responsibility, influence, participation, accountability	equality, diversity, inclusion, discrimination, prejudice, protected characteristics, justice, bias	aspiration, ambition, perseverance, resilience, determination, adaptability, reflection, motivation	wellbeing, puberty, emotional health, digital citizenship, peer influence, resilience, regulation, responsibility	empathy, trust, communication, boundaries, honesty, respect, conflict resolution, influence	legacy, aspiration, transition, reflection, achievement, leadership, responsibility, confidence
Beach School & OPAL Links	Lead outdoor learning activities, mentor younger pupils where appropriate, organise team challenges and demonstrate responsible stewardship of the natural environment.	Explore inclusion through collaborative outdoor challenges, celebrating individual strengths and ensuring every member of the group contributes successfully.	Develop resilience through navigation, survival challenges, collaborative investigations and leadership tasks requiring planning, adaptability and perseverance.	Promote healthy lifestyles through outdoor fitness, wellbeing walks, mindfulness, risk assessment and safe decision-making in natural environments.	Develop communication, trust and leadership through extended collaborative projects, environmental conservation activities and problem-solving tasks requiring negotiation and empathy.	Celebrate learning through outdoor reflection, leadership activities, transition challenges and community projects that demonstrate personal growth and prepare pupils for Year 6.
Assembly Links	British Values, democracy, leadership, pupil voice, responsibility, service and belonging.	Equality, diversity, inclusion, Anti-Bullying Week, Black History Month, protected characteristics and social justice.	Inspirational leaders, resilience, Children's Mental Health Week, aspirations, enterprise and overcoming adversity.	Healthy lifestyles, puberty education, online safety, digital citizenship, emotional wellbeing, first aid awareness and responsible choices.	Healthy relationships, community responsibility, environmental stewardship, volunteering, respectful communication and peer support.	Reflection, aspirations, leadership, transition, celebrating achievements and preparing for Year 6.
Preparing for Year 6	Children leave Year 5 as resilient, reflective and responsible young leaders who understand their role within school and society. They celebrate diversity, make informed choices about their wellbeing, develop respectful and healthy relationships, demonstrate integrity and empathy, and approach Year 6 with confidence, maturity and a strong commitment to making a positive difference within their community.					

Year 5 – Suggested Teaching Guidance

Teacher Guidance	AUTUMN 1 – Being Me	AUTUMN 2 – Celebrating Difference	SPRING 1 – Dreams and Goals	SPRING 2 – Healthy Me	SUMMER 1 – Relationships	SUMMER 2 – Celebrating Me
Suggested Six-Week Teaching Sequence	Week 1: Introduce leadership, democracy and active citizenship through inspirational leaders and discussion. Explore the qualities of effective leaders. Week 2: Investigate rights, responsibilities and accountability through debates and decision-making activities. Week 3: Explore how individuals influence change by studying young activists and community leaders. Week 4: Apply leadership through Beach School or OPAL by organising team challenges or mentoring younger pupils. Week 5: Plan and complete a community action project linked to school improvement or environmental responsibility. Week 6: Reflect on leadership skills, evaluate personal contributions and establish leadership goals.	Week 1: Introduce equality, diversity and inclusion through literature and current issues. Week 2: Investigate stereotypes, unconscious bias and discrimination using media and real-life scenarios. Week 3: Explore protected characteristics and human rights through age-appropriate discussion and enquiry. Week 4: Analyse prejudice-based bullying and respectful ways to challenge discrimination safely. Week 5: Design and create a campaign promoting equality and inclusion across the school. Week 6: Present campaign outcomes and reflect on how individuals can continue promoting fairness.	Week 1: Explore aspirations, careers and future ambitions through inspirational biographies. Week 2: Set ambitious but realistic personal goals and identify strategies for success. Week 3: Complete collaborative enterprise or STEM challenges requiring resilience and teamwork. Week 4: Explore growth mindset, setbacks and adapting strategies when challenges arise. Week 5: Apply resilience through Beach School leadership and outdoor problem-solving challenges. Week 6: Evaluate progress towards goals, celebrate achievements and identify next steps.	Week 1: Investigate physical, emotional and mental wellbeing and how daily choices affect lifelong health. Week 2: Explore puberty, body changes, personal hygiene and emotional development through age-appropriate discussion. Week 3: Investigate online safety, digital citizenship, media influence and responsible technology use. Week 4: Explore peer influence, medicine safety, risk-taking and informed decision-making. Week 5: Complete Beach School wellbeing activities including mindfulness, physical challenges and risk assessment. Week 6: Design a Year 5 wellbeing campaign promoting healthy lifestyles and positive mental health.	Week 1: Explore the characteristics of healthy relationships, trust, empathy and respectful communication. Week 2: Investigate peer influence, assertiveness, consent in everyday situations and making safe choices. Week 3: Develop communication and conflict-resolution skills through realistic scenarios and restorative approaches. Week 4: Complete collaborative Beach School projects requiring leadership, negotiation and teamwork. Week 5: Explore online relationships, digital communication and strategies for seeking help if worried. Week 6: Create a class guide to healthy friendships, respectful relationships and positive communication.	Week 1: Reflect on personal development since Year 4, recognising achievements across learning, relationships and personal growth. Week 2: Explore identity, aspirations and the legacy individuals leave within their communities. Week 3: Celebrate strengths and leadership through presentations, learning portfolios or pupil-led reflection. Week 4: Complete transition activities introducing Year 6 expectations, leadership opportunities and increasing responsibility. Week 5: Create memory books, letters to future selves or personal learning journals celebrating progress. Week 6: Reflect on aspirations for Year 6, celebrate achievements and establish personal goals for the final year at Greatstone.
Suggested Quality Texts	<i>Be the Change • Malala's Magic Pencil • Greta and the Giants • Young, Gifted and Black</i>	<i>The Proudest Blue • The Undeclared • Hidden Figures (Young Readers Edition) • We're All Wonders</i>	<i>The Boy Who Harnessed the Wind • Emmanuel's Dream • The Most Magnificent Thing • The Dot</i>	<i>You Are Awesome</i> (selected extracts) • <i>What's Happening to Me?</i> (age-appropriate puberty resource) • <i>See Inside Your Body</i>	<i>Wonder</i> (selected extracts) • <i>Each Kindness • The Invisible Boy • The Hundred Dresses</i>	<i>Only One You • The Magical Yet • The Journey • What Do You Do With an Idea?</i>
Common Misconceptions	Children may believe leadership is about authority rather than service. Reinforce that effective leaders demonstrate empathy, integrity, responsibility and work collaboratively to improve their communities.	Children may think discrimination only happened in the past or only occurs in obvious situations. Explore unconscious bias, subtle prejudice and respectful challenge using age-appropriate examples.	Children often believe successful people achieve without setbacks or that talent is more important than effort. Reinforce that resilience, perseverance and reflection are essential to long-term success.	Children may believe puberty begins at the same age for everyone or that emotional wellbeing is separate from physical health. Reinforce that everyone develops differently and that mental, emotional and physical wellbeing are interconnected.	Children may think peer pressure is always negative or that healthy relationships never involve disagreements. Reinforce positive influence, respectful boundaries, everyday consent and effective communication.	Children may compare themselves negatively with others or feel anxious about Year 6. Reinforce that everyone develops differently and that Year 6 is an exciting opportunity for leadership, responsibility and personal growth.
Adaptive Teaching	Use debates, pupil leadership opportunities, collaborative projects, real-life examples and structured discussion. Scaffold thinking with sentence stems, visual organisers and reflective questioning.	Support learning through carefully selected texts, current affairs, historical examples, role play and structured discussion. Pre-teach key vocabulary and scaffold respectful dialogue.	Break goals into manageable stages, provide coaching conversations, celebrate resilience and use learning journals and reflective questioning to monitor progress.	Use trusted resources, anonymous question boxes, wellbeing check-ins, visual prompts and practical activities. Adapt sensitive discussions carefully and provide opportunities for follow-up support where required.	Model healthy communication through restorative practice, role play, collaborative learning and realistic safeguarding scenarios. Scaffold discussion around boundaries, peer influence and respectful relationships.	Support reflection through transition booklets, learning portfolios, memory books, pupil conferencing and structured self-evaluation. Offer varied opportunities for children to celebrate achievements through speaking, writing, art or digital presentations.
Assessment Opportunities	each observation, pupil voice, reflective journals, discussion, debate, collaborative projects, leadership activities, role play, scenarios, independent application during classroom life, OPAL, Beach School, self-evaluation and evidence of pupils demonstrating responsible decision-making, resilience and increasingly mature interpersonal skills.					

Year 6 Curriculum Overview

Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Learning Principle	Belonging	High Expectations	Adaptive Teaching	Inclusion	Community	Relationships
PSHE Theme	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Celebrating Me
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
Year 6 Big Question	How can I lead with integrity and make a positive difference in the world around me?	How can I champion equality, challenge discrimination and value diversity?	How can I use resilience, ambition and reflection to prepare for my future?	How can I take responsibility for my physical, emotional and digital wellbeing as I become more independent?	How can I build healthy, respectful relationships and make safe, responsible choices?	What legacy will I leave behind as I move on to secondary school and beyond?
Prior Learning	Children enter Year 6 with a secure understanding of leadership, equality, resilience, wellbeing and healthy relationships. They are increasingly independent learners who understand how their choices affect themselves and others and are ready to prepare for transition to secondary school.					
Curriculum Rationale	In their final year at Greatstone, pupils consolidate their understanding of leadership, citizenship and responsibility. They explore how positive leadership is built on integrity, service, empathy and accountability, preparing them to become active citizens within their secondary schools and wider communities.	Children develop a mature understanding of equality, diversity, human rights and inclusion. They critically explore prejudice, discrimination and protected characteristics, developing confidence to challenge injustice respectfully and promote fairness in all aspects of life.	Children prepare for future learning and life beyond primary school by developing resilience, ambition, adaptability and reflective thinking. They explore careers, aspirations, financial responsibility and the importance of lifelong learning and personal growth.	Children develop the knowledge and confidence to manage increasing independence safely and responsibly. They explore physical and emotional wellbeing, puberty, healthy lifestyles, online safety, digital citizenship, peer influence, consent, managing risk and strategies that support lifelong health.	Children develop mature, respectful relationships based on trust, empathy, honesty and effective communication. They explore healthy friendships, respectful relationships, personal boundaries, consent, peer influence, online relationships and strategies for keeping themselves safe whilst recognising where and how to seek help.	Children celebrate their achievements and reflect upon the values, knowledge and character they have developed throughout their time at Greatstone. They prepare confidently for secondary school, recognising the legacy they leave behind and the positive contribution they can continue to make in the future.
Greatstone Way Links	CARE • Leadership • Integrity • Responsibility • Citizenship	CARE • Equality • Inclusion • Respect • Courage	DREAM • Ambition • Resilience • Reflection • Aspiration	DREAM • Wellbeing • Independence • Responsibility • Healthy Choices	DARE • Community • Relationships • Respect • Integrity	DARE • Legacy • Reflection • Achievement • Future Readiness
Sticky Knowledge	Effective leadership is built upon integrity, service, empathy and responsibility. My actions can influence positive change.	Diversity strengthens society. Everyone deserves equality, dignity and respect. Discrimination and prejudice should always be challenged appropriately.	Ambition, resilience, reflection and adaptability prepare me for future success. Learning is lifelong.	Physical, emotional and digital wellbeing are interconnected. Responsible choices, healthy relationships and seeking support help keep me safe.	Healthy relationships are built upon trust, respect, communication, empathy, honesty, boundaries and consent. Safe choices help protect myself and others.	Reflection helps me recognise my growth, celebrate achievements and prepare confidently for the opportunities and responsibilities ahead.
Substantive Concepts	Leadership • Citizenship • Responsibility • Integrity	Equality • Diversity • Justice • Human Rights	Ambition • Resilience • Aspiration • Reflection	Wellbeing • Health • Safety • Responsibility	Relationships • Respect • Consent • Boundaries	Legacy • Transition • Reflection • Growth
Disciplinary Concepts	Lead • Evaluate • Influence • Advocate	Analyse • Debate • Challenge • Justify	Plan • Adapt • Reflect • Achieve	Evaluate • Apply • Manage • Justify	Communicate • Negotiate • Respect • Resolve	Reflect • Evaluate • Celebrate • Prepare
Knowledge & Skills	Develop leadership through service, responsibility and positive influence. Understand democracy, citizenship and accountability within school, local communities and wider society. Evaluate the qualities of effective leaders and recognise how individual actions contribute to positive change.	Develop a secure understanding of equality, diversity, human rights, discrimination and protected characteristics. Critically evaluate stereotypes, prejudice and bias through historical, contemporary and personal contexts. Develop confidence to challenge discrimination respectfully and promote inclusive communities.	Set ambitious goals for secondary school and beyond. Develop resilience, self-motivation and adaptability whilst recognising the importance of lifelong learning. Reflect critically upon strengths, areas for development and strategies that support success. Develop an understanding of financial responsibility and future aspirations.	Develop a mature understanding of physical health, emotional wellbeing, puberty, healthy lifestyles, online safety, digital citizenship and risk management. Recognise the impact of peer influence, media and technology on decision-making. Develop confidence to make informed choices, seek support appropriately and maintain positive wellbeing.	Develop respectful, healthy relationships built upon trust, empathy, honesty, communication, boundaries and consent. Recognise unhealthy relationship behaviours, understand peer influence, explore respectful online communication and develop strategies for managing conflict and seeking help safely.	Reflect upon achievements, responsibilities and personal growth throughout primary school. Recognise the knowledge, values and character developed through The Greatstone Way. Prepare confidently for secondary school by developing independence, organisation, resilience, leadership and a positive sense of identity.
Vocabulary	integrity, leadership, citizenship, democracy, accountability, advocacy, responsibility, influence	equality, diversity, inclusion, discrimination, prejudice, bias, justice, protected characteristics	aspiration, ambition, resilience, adaptability, reflection, motivation, enterprise, financial responsibility	wellbeing, puberty, consent, digital citizenship, peer influence, resilience, regulation, risk management	empathy, boundaries, consent, communication, trust, respect, influence, healthy relationships	legacy, transition, independence, reflection, aspiration, resilience, achievement, identity
Beach School & OPAL Links	Lead outdoor learning, mentor younger pupils, organise collaborative challenges and demonstrate responsible stewardship of the environment.	Promote inclusion through cooperative activities, celebrating diversity and ensuring every voice is valued during outdoor learning.	Develop resilience through advanced problem-solving, navigation, survival challenges and leadership opportunities requiring adaptability and reflection.	Promote lifelong wellbeing through physical challenges, mindfulness, risk assessment, environmental responsibility and safe decision-making outdoors.	Strengthen trust, communication and teamwork through collaborative projects, leadership opportunities and mentoring younger children during Beach School and OPAL activities.	Celebrate the Greatstone journey through reflection, outdoor leadership challenges, legacy projects and transition activities that prepare pupils confidently for secondary school.
Assembly Links	British Values, democracy, leadership, pupil voice, responsibility, service, citizenship and role modelling.	Equality, diversity, Anti-Bullying Week, Black History Month, protected characteristics, inclusion and human rights.	Aspirations, enterprise, resilience, Children's Mental Health Week, inspirational role models and preparing for the future.	Healthy lifestyles, puberty, online safety, digital citizenship, emotional wellbeing, first aid, managing risk and personal responsibility.	Healthy relationships, consent, peer influence, respectful communication, community service, environmental responsibility and safeguarding.	Reflection, celebration, transition, legacy, aspirations, leadership, Year 6 responsibilities and preparing for secondary school.
Preparing for Secondary School	Children leave Greatstone as compassionate, resilient and responsible young people who embody our values of Care, Dream and Dare. They understand how to build healthy relationships, make informed decisions, celebrate diversity, care for their physical and emotional wellbeing, contribute positively to their communities and approach secondary school with confidence, integrity, curiosity and a strong sense of purpose.					

Year 6 – Suggested Teaching Guidance

Teacher Guidance	AUTUMN 1 – Being Me	AUTUMN 2 – Celebrating Difference	SPRING 1 – Dreams and Goals	SPRING 2 – Healthy Me	SUMMER 1 – Relationships	SUMMER 2 – Celebrating Me
Suggested Six-Week Teaching Sequence	Week 1: Introduce leadership, integrity and active citizenship through inspirational leaders and real-world examples. Explore what makes an ethical leader. Week 2: Investigate democracy, rights and responsibilities in modern Britain. Discuss how young people can influence change locally and nationally. Week 3: Explore leadership styles through debates, collaborative tasks and problem-solving activities. Evaluate effective leadership qualities. Week 4: Apply leadership through Beach School or OPAL by organising activities, mentoring younger pupils or leading collaborative challenges. Week 5: Plan and deliver a community improvement or legacy project linked to the school or local community. Week 6: Reflect on leadership growth, evaluate personal contributions and identify how leadership skills will support transition to secondary school.	Week 1: Explore diversity, equality and inclusion through current affairs, historical examples and children's literature. Week 2: Investigate discrimination, prejudice, unconscious bias and protected characteristics using age-appropriate case studies. Week 3: Debate fairness, justice and human rights through structured discussion and collaborative enquiry. Week 4: Explore respectful ways to challenge discrimination, prejudice and online hate using realistic scenarios. Week 5: Plan an equality or inclusion campaign promoting respect across the school community. Week 6: Present campaign outcomes, reflect on learning and consider how they can continue promoting inclusion beyond primary school.	Week 1: Explore aspirations, future careers and lifelong learning through inspirational speakers, biographies and discussion. Week 2: Set personal goals for Year 6, transition and secondary school, identifying strengths and next steps. Week 3: Complete enterprise, STEM or collaborative leadership challenges requiring resilience, adaptability and teamwork. Week 4: Investigate growth mindset, managing setbacks and maintaining motivation during periods of challenge. Week 5: Apply resilience through Beach School leadership, navigation or survival challenges requiring planning and adaptability. Week 6: Review personal progress, celebrate achievements and reflect on aspirations beyond primary school.	Week 1: Explore physical, emotional and mental wellbeing, recognising how healthy choices influence lifelong health. Week 2: Revisit puberty, body changes, self-care, hygiene and emotional wellbeing using age-appropriate resources and discussion. Week 3: Investigate online safety, digital citizenship, media influence, misinformation and responsible online behaviour. Week 4: Explore peer influence, risk-taking, substances, emergency situations and strategies for making informed decisions safely. Week 5: Complete Beach School wellbeing activities including mindfulness, risk assessment, outdoor fitness and problem solving. Week 6: Design and present a Year 6 wellbeing campaign promoting healthy lifestyles, resilience and positive mental health.	Week 1: Explore healthy relationships through discussion of trust, empathy, respect, communication and honesty. Week 2: Investigate consent in age-appropriate contexts, personal boundaries, peer influence and recognising healthy and unhealthy behaviours. Week 3: Practise assertive communication, conflict resolution and problem-solving using realistic scenarios and restorative approaches. Week 4: Apply teamwork, leadership and communication during collaborative Beach School projects and mentoring opportunities. Week 5: Explore online relationships, digital communication, safeguarding, reporting concerns and where to access support. Week 6: Create a Year 6 guide to healthy relationships and staying safe, sharing advice for younger pupils where appropriate.	Week 1: Reflect on the complete Greatstone journey, identifying personal achievements, challenges overcome and lessons learned. Week 2: Explore identity, aspirations, values and the legacy each child hopes to leave behind. Week 3: Celebrate strengths and contributions through pupil presentations, leadership reflections or personal portfolios. Week 4: Complete transition activities preparing for secondary school, including organisation, independence and managing change positively. Week 5: Create memory books, letters to future selves or legacy projects celebrating time at Greatstone. Week 6: Celebrate achievements, reflect on readiness for secondary school and establish aspirations for the future.
Suggested Quality Texts	<i>Malala's Magic Pencil</i> – Malala Yousafzai • <i>Greta and the Giants</i> – Zoë Tucker • <i>Be the Change</i> – Molly Bang • <i>I Am Malala</i> (adapted extracts)	<i>The Undeclared</i> – Kwame Alexander • <i>Hidden Figures</i> (Young Readers Edition) • <i>The Proudest Blue</i> – Ibtihaj Muhammad • <i>We Are All Born Free</i> – Amnesty International	<i>The Boy Who Harnessed the Wind</i> – William Kamkwamba • <i>Emmanuel's Dream</i> – Laurie Ann Thompson • <i>The Promise</i> – Nicola Davies • <i>The Dot</i> – Peter H. Reynolds	<i>You Are Awesome</i> – Matthew Syed • <i>What's Happening to Me?</i> (age-appropriate puberty resource) • <i>See Inside Your Body</i> • <i>The Huge Bag of Worries</i>	<i>Wonder</i> (selected extracts) – R.J. Palacio • <i>Each Kindness</i> – Jacqueline Woodson • <i>The Invisible Boy</i> – Trudy Ludwig • <i>Have You Filled a Bucket Today?</i>	<i>The Journey</i> – Francesca Sanna • <i>Only One You</i> – Linda Kranz • <i>What Do You Do With an Idea?</i> – Kobi Yamada • <i>The Magical Yet</i> – Angela DiTerlizzi
Common Misconceptions	Children may believe leadership is about power or authority rather than responsibility and service. Some may think they are too young to influence change. Reinforce that leadership is demonstrated through integrity, empathy, collaboration and everyday actions that positively influence others.	Children may think discrimination only affects certain groups or only occurs in obvious situations. Explore subtle bias, stereotypes, inequality and respectful challenge through discussion and real-life examples. Reinforce that everyone has a responsibility to promote inclusion.	Children may believe future success depends solely on academic ability or that failure means they are not capable. Reinforce that resilience, adaptability, effort, reflection and learning from mistakes are essential life skills.	Children may believe everyone experiences puberty in the same way or that online behaviour has no long-term consequences. Reinforce that development is unique to each individual, digital actions create lasting footprints and seeking help demonstrates maturity and responsibility.	Children may think consent only relates to older people or that healthy relationships never involve disagreement. Teach that consent includes everyday respect for personal space, belongings and choices. Reinforce healthy boundaries, respectful communication and recognising unhealthy behaviours.	Children may feel anxious about leaving primary school or compare themselves negatively with others. Reinforce that transition is a positive step, everyone develops at their own pace and they already possess many of the skills needed to succeed in secondary school.
Adaptive Teaching	Use debates, case studies, pupil leadership opportunities, collaborative enquiry and structured discussion. Support understanding through real-life examples, sentence stems, visual organisers and guided reflection.	Use carefully selected texts, historical examples, media analysis, discussion protocols and role play. Pre-teach key vocabulary, scaffold sensitive discussions and encourage respectful dialogue supported by evidence.	Scaffold ambitious goal-setting through coaching conversations, learning journals, success criteria and reflective questioning. Provide opportunities for peer mentoring, collaboration and celebrating progress as well as outcomes.	Use trusted resources, anonymous question boxes, wellbeing check-ins, visual prompts, practical demonstrations and structured discussion. Differentiate sensitive content appropriately and provide opportunities for private questions or follow-up support where required.	Model healthy communication through restorative practice, role play, collaborative problem-solving and realistic safeguarding scenarios. Use visual prompts, sentence stems and discussion frameworks to support respectful conversations about relationships, consent and boundaries.	Support reflection through transition booklets, personal portfolios, learning journals, pupil conferencing, memory books and self-evaluation activities. Provide varied opportunities for children to celebrate achievements through speaking, writing, creative outcomes or digital presentations while preparing confidently for secondary school.
Assessment Opportunities	Teacher observation, pupil voice, reflective journals, debates, collaborative projects, leadership activities, scenarios, role play, OPAL and Beach School, self-evaluation, transition discussions and evidence of pupils independently applying learning to demonstrate maturity, responsibility, resilience, empathy and readiness for secondary school.					

Assessment in PSHE & RSE

At Greatstone Primary School, assessment in PSHE and RSE is continuous, formative and centred on children's personal development rather than performance in written tasks. Assessment informs future teaching, identifies misconceptions and celebrates each child's growing understanding of themselves, their relationships and the world around them.

As PSHE and RSE explore knowledge, skills, values and attitudes, pupils are assessed through a wide range of evidence gathered over time. Staff recognise that children develop at different rates and create opportunities for every child to demonstrate their understanding in ways that are appropriate to their age, confidence and stage of development.

Assessment focuses upon the agreed end points for each unit, ensuring pupils progressively develop the knowledge, vocabulary, understanding and personal skills needed to become safe, healthy, respectful and responsible members of society.

Assessment Principles

Our assessment is designed to:

- identify children's prior knowledge and experiences before new learning begins.
- monitor understanding throughout lessons and respond to misconceptions immediately.
- assess knowledge alongside the development of personal, social and emotional skills.
- provide opportunities for pupils to reflect on their own learning and personal growth.
- celebrate progress rather than comparing children with one another.
- inform future planning and appropriate adaptive teaching.
- ensure statutory PSHE and RSE objectives are securely met by the end of Year 6.

How We Assess

Teachers gather evidence through a range of ongoing formative approaches including:

- Quality class discussion and circle time
- Pupil voice interviews
- Observation of collaborative learning
- Role play and scenario-based learning
- Floor books and class reflection journals
- Individual reflection activities
- Learning conversations
- Questioning before, during and after learning
- Draw-and-write activities
- Problem-solving tasks
- Collaborative projects
- OPAL and Beach School observations
- Assembly reflections
- Children's ability to apply learning independently in everyday school life

Evidence of Progress

Evidence may include:

- teacher observations
- pupil responses during discussion
- reflection journals
- class floor books
- photographs of collaborative learning
- pupil voice quotations
- self-assessment and peer reflection
- learning outcomes from Beach School and OPAL
- examples of leadership and responsibility
- contribution to community projects
- demonstration of respectful relationships and positive behaviour

No single piece of work is expected to demonstrate secure understanding. Instead, teachers build an ongoing picture of each child's development across the year.

End Points

By the end of each unit pupils should demonstrate age-appropriate understanding of:

Being Me

- Rights and responsibilities
- Personal identity
- Belonging within a community
- Positive choices and consequences

Celebrating Difference

- Equality and inclusion
- Respect for diversity
- Challenging stereotypes
- Recognising and responding to bullying appropriately

Dreams and Goals

- Aspirations
- Resilience
- Perseverance
- Reflection and personal growth

Healthy Me

- Physical health
- Emotional wellbeing
- Keeping safe
- Healthy lifestyles
- Online safety
- Risk management

Relationships

- Healthy friendships
- Respectful relationships
- Communication
- Trust
- Boundaries
- Seeking help

Celebrating Me

- Reflection
- Personal development
- Leadership
- Independence
- Transition
- Future aspirations

Pupil Self-Assessment

Children are encouraged to become reflective learners by regularly considering:

- What have I learned?
- How have my ideas changed?
- What am I proud of?
- What challenged me?
- How have I shown our values of Care, Dream and Dare?
- How can I apply this learning in everyday life?
- What would I like to improve next?

Reflection may take place through discussion, journals, learning partners, floor books, circle time or digital portfolios.

Adaptive Assessment

Teachers recognise that children communicate understanding in different ways. Assessment is therefore adapted to meet individual needs and may include:

- verbal responses
- practical demonstration
- drawing and labelling
- photographs
- role play

- supported discussion
- visual prompts
- sentence stems
- partner work
- adult conferencing
- alternative recording methods

This ensures every child can demonstrate their understanding regardless of writing ability or additional needs.

Monitoring Progress Across the School

Subject leaders monitor progression through:

- planning scrutiny
- learning walks
- pupil voice
- floor books and class journals
- work sampling where appropriate
- teacher discussions
- curriculum reviews
- monitoring of statutory RSE coverage
- OPAL, Beach School and assembly links
- annual curriculum evaluation

Monitoring ensures that PSHE and RSE remain fully aligned with The Greatstone Way, safeguarding expectations, the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, and the needs of our pupils and community.