

Coulston CofE Wellbeing Themes – Autumn Term



<u>Wellbeing Autumn Term</u>	1.1	1.3	1.5	1.7	2.2	2.4	2.6
Whole School Theme	What makes a good learner?	What makes a good classmate?	What makes a good friend?	How can my actions affect others?	Celebrating Difference Week	How can I resolve conflict?	Where do I belong?
Year 1 Computing PE Science	the responsibilities they have in and out of the classroom	how to be polite and courteous how to play and work co-operatively	what their family members, or people that are special to them, do to make them feel loved and cared for	how kind and unkind behaviour can affect others how words and actions can affect how people feel	what makes them special and how everyone has different strengths how their personal features or qualities are unique to them what they like/dislike and are good at how they are similar or different to others, and what they have in common	that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried	that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them

Year 2 Computing PE Science	the responsibilities they have in and out of the classroom	how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively	how people behave when they are being friendly and what makes a good friend	how to make friends with others how to recognise when they feel lonely and what they could do about it	why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy	how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
Year 3 Computing PE Science	the responsibilities they have in and out of the classroom	how they belong to different groups and communities, e.g. friendship, faith, clubs,	how people behave when they are being friendly and what makes a good friend	how to make friends with others how to recognise when they feel	how to be respectful towards people who may live differently to them	that friendships sometimes have difficulties, and how to manage when there is a problem or an	how families differ from each other (including that not every family has the

	<p>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p>	<p>classes/year groups</p> <p>how the community helps everyone to feel included and values the different contributions that people make</p>		<p>lonely and what they could do about it</p>	<p>what is meant by a diverse community; how different groups make up the wider/local community around the school</p>	<p>argument between friends, resolve disputes and reconcile differences</p> <p>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>	<p>same family structure,</p> <p>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>
<p>Year 4</p> <p>Computing PE Science</p>	<p>how to set goals for themselves</p> <p>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p>	<p>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p>	<p>what makes a healthy friendship and how they make people feel included</p>	<p>how people's behaviour affects themselves and others, including online</p> <p>how people can be influenced by their peers' behaviour and by a desire for peer approval; how to</p>	<p>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>how to respond if this happens in different situations</p>	<p>that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p>	<p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>how the community helps everyone to feel</p>

				manage this influence	<p>how to recognise personal qualities and individuality</p> <p>to develop self-worth by identifying positive things about themselves and their achievements</p> <p>how their personal attributes, strengths, skills and interests contribute to their self-esteem</p>	<p>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p>	<p>included and values the different contributions that people make</p>
<p>Year 5</p> <p>Computing PE Science</p>	<p>about the link between values and behaviour and how to be a positive role model</p>	<p>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p>	<p>what makes a healthy friendship and how they make people feel included</p> <p>strategies to help someone feel included</p>	<p>about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online</p> <p>Strategies to manage peer influence and the need for peer approval e.g. exit</p>	<p>to recognise that everyone should be treated equally</p> <p>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>that for some people their gender identity does not correspond with</p>	<p>strategies to positively resolve disputes and reconcile differences in friendships</p> <p>that friendships can change over time and the benefits of having new and different types of friends</p> <p>how to recognise if a friendship is making them feel unsafe, worried, or</p>	<p>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>what discrimination means and different types of discrimination</p>

					<p>their biological sex</p> <p>how to recognise, respect and express their individuality and personal qualities</p>	<p>uncomfortable</p> <p>when and how to seek support in relation to friendships</p> <p>that it is common for friendships to experience challenges</p>	<p>the impact of discrimination on individuals, groups and wider society</p> <p>ways to safely challenge discrimination</p> <p>how to report discrimination online</p>
<p>Year 6</p> <p>Computing</p> <p>PE</p> <p>Science</p>	<p>about the link between values and behaviour and how to be a positive role model</p>	<p>how to discuss issues respectfully</p> <p>how to listen to and respect other points of view</p> <p>how to constructively challenge points of view they disagree with</p>	<p>to compare the features of a healthy and unhealthy friendship</p> <p>what it means to be attracted to someone and different kinds of loving relationships</p> <p>that people who love each other can be of any gender, ethnicity or faith</p> <p>about the qualities of healthy relationships that</p>	<p>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares'</p> <p>how to recognise and respond to pressure from others to do something unsafe or that makes</p>	<p>what prejudice means</p> <p>to differentiate between prejudice and discrimination</p> <p>how to recognise acts of discrimination strategies to safely respond to and challenge discrimination</p>	<p>ways to participate effectively in discussions online and manage conflict or disagreements</p>	<p>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>how stereotypes are perpetuated and how to challenge this</p>

			help individuals flourish	them feel worried or uncomfortable			