

Long term overview with LIs

CCJS Core themes	Identity and diversity	Feelings and relationships	Keeping healthy	Safety and risk	Resilience and managing change
Year 3	<u>Identity:</u> - LI: To apply an understanding of identity to recognise difference. - LI: To explore and reflect upon my feelings. - LI: To apply an understanding of identity. <u>Families:</u> - LI: To recognise how families are different. <u>Our Community:</u> - LI: To explore what a community is. - LI: To apply an understanding of community to know my role within one. <u>Respect in Society:</u> - LI: To apply an understanding of respect. - LI: To understand the difference between rights and responsibilities <u>British Values:</u> - LI: To apply an understanding British Values and how they relate to our school.	<u>The importance of Friendships:</u> - LI: To recognise our actions and the affect they have on others. - LI: To explore the importance of friendships <u>Different Friendships</u> - LI: To explore what a positive friendship is. - LI: To explore empathy and listening - LI: To apply my understanding of feelings to recognise when a friend is making me feel unhappy, uncomfortable or unsafe. <u>Feelings and respect:</u> - To apply an understanding of feelings and how to manage them. - LI To apply an understanding of feelings and how to manage them. - LI: To apply an understanding of courtesy and manners. - LI: To explore sadness - LI: to explore self-esteem <u>Bullying:</u> - LI: To apply and understanding of bullying.	<u>Health and wellbeing:</u> - LI: To explore ways to eat healthily. - LI: To apply an understanding of good dental hygiene - LI: To explore what it means to have a healthy mind <u>First Aid:</u> - LI: To apply knowledge of first aid to deal with accident and emergencies	<u>Personal Safety:</u> - LI: To apply an understanding of road safety and risk. - LI: To recognise that ‘Clever Never Goes’ - LI: To apply an understanding of permission <u>Online safety:</u> The online safety type objectives that can be as part of PSHE are covered in computing, however these aspects of online safety may be more appropriate to cover through a PSHE lesson: - Too much time using technology can sometimes have a negative impact on me- linked to this LI on MTP: LI: To know what it means to have a healthy mind in Keeping healthy section.	<u>Goals:</u> - LI: To apply an understanding of goal setting <u>Future changes:</u> - LI: To explore what is meant by the term ‘change’. - LI: To apply an understanding of change to be able to deal with it. <u>Growth mind-set:</u> - LI: To explore what a growth mind-set is. - LI: To recognise that there are different types of mind-sets. - LI: To apply an understanding of growth mind-set. - LI: To apply a growth mind-set to understand challenge.

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Year 4	<u>Families:</u> - LI: To recognise that families don't all look the same but they are all special to us. - LI: To explore what makes my family special. <u>Stereotypes and discrimination:</u> - LI: To apply an understanding of stereotypes - LI: To apply an understanding of difference and diversity. (2 Sessions) - LI: To apply an understanding of prejudice and discrimination and explore how to respond to it. - LI: To apply an understanding of specific types of discrimination. <u>Community:</u> - LI: To apply an understanding of community (2 sessions) <u>British Values:</u> - LI: To apply an understanding of democracy (may need multiple sessions)	<u>Friendships:</u> - LI: To apply an understanding of conflict resolution - LI: To recognise that friendships have highs and lows. - LI: To recognise the characteristics of a positive friendship <u>Feelings:</u> - LI: To apply an understanding of feelings to help manage them <u>Bullying and discrimination</u> - LI: To apply an understanding of bullying and how it makes someone feel. - LI: To explore strategies to change bullying behaviour	<u>Health and wellbeing:</u> - LI: To explore ways to stay healthy - LI: To explore what being 'mentally well' means. - LI: To explore what a healthy lifestyle is. (2 Sessions) - LI: To apply an understanding of healthy eating (linked to DT) <u>Drugs</u> - L.I. To explore the safe use of medicines and household products. - L.I. To explore the effects of caffeine, cigarettes, e-cigarettes/vaping and alcohol. <u>First Aid</u> - LI: To apply and understanding of first aid	<u>Personal Safety</u> - L.I. To explore permission seeking and to recognise the difference between acceptable and unacceptable touch. <u>Managing risk:</u> - LI: To apply an understanding of risk - LI: To explore how we keep ourselves safe from hazards at home. <u>Online Safety:</u> The online safety type objectives that can be as part of PSHE are covered in computing, however these aspects of online safety may be more appropriate to cover through a PSHE lesson: - LI: To explore the impact of technology on our lives	<u>Future changes in you:</u> - L.I. To explore changes in life. - L.I. To explore the physical changes that happen during puberty. - L.I. To explore the biological changes that happen during puberty. - L.I. To explore the importance of good personal hygiene during puberty. <u>Goals and looking forward:</u> - LI: To explore how gender stereotypes in jobs are changing. - link to identity and diversity unit - LI: To explore what we spend our money on and how to budget your earnings. - LI: To recognise the steps needed to achieve our goals. <u>Growth mind-set:</u> - L.I: To explore how we can use growth mind-set in our lives. - LI: To explore what self-esteem is and how to help improve it. - LI: To recognise that failure is an important part of the learning process. - LI: To apply an understanding of a growth mind-set

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Year 5	<u>Prejudice and discrimination</u> - LI: To apply our understanding of prejudice and discrimination. (2 sessions). - LI: To apply an understanding of stereotypes <u>British Values</u> - LI: To apply an understanding of the British Value mutual respect. <u>Community</u> - LI: To recognise anti-social behaviour <u>Identity</u> - LI: To apply an understanding of personal identity	<u>Friendships and relationships:</u> - LI: To apply an understanding of how to collaborate and compromise. - LI: To explore how friendships can change and develop or end. - LI: To apply an understanding of feelings. - LI: To apply an understanding of peer pressure. - LI: To understand when to break a confidence. <u>Feelings</u> - LI: To explore how to managing complex emotions	<u>Health and wellbeing:</u> - LI: To explore conditions linked to mental health - LI: To explore support options for mental health <u>First aid:</u> - LI: To apply an understanding of first aid (2 Sessions) <u>Drugs:</u> - LI: To apply an understanding of risk and drugs.	<u>Risks</u> - LI: To explore feelings and consequences associated with risks - LI: To apply an understanding of risk to sun exposure <u>Road safety:</u> - LI: To apply an understanding of road safety. (Bikeability and Hampshire road safety lessons) <u>Personal safety:</u> - LI: To explore the difference between unhealthy and healthy boundaries <u>Online Safety:</u> The Online safety type objectives that can be as part of PSHE are covered in computing, however these aspects of E-safety may be more appropriate to cover through a PSHE lesson: <u>Online Safety:</u> - LI: To apply an understanding of cyberbullying - LI: To explore how to respond to inappropriate content online	<u>Looking to the future:</u> - LI: To recognise the links between jobs and money. - LI: To explore how our spending can be influenced by many factors. <u>Changes:</u> - LI: To recognise the importance of personal hygiene during puberty and your changing emotions. - LI: To apply an understanding of the changes linked to puberty - LI: To explore worries linked to change and how to manage them. <u>Growth mind-set:</u> - LI: To explore how a growth mind-set can impact our brain - LI: To reflect on how mind-set affects success - LI: To explore the similarities and differences between our brains and computers

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Year 6	<u>Equality and Human rights:</u> - LI: To apply an understanding the term refugees and know who can help them. - LI: To explore the rights of the child - LI: To apply an understanding of the protected characteristics. (Teach alongside RSE lessons). <u>Prejudice and discrimination:</u> - LI: To recognise the link between prejudice extremist behaviour and thoughts <u>Community:</u> - LI: To apply an understanding of peer pressure and anti-social behaviour.	<u>Friendships:</u> - LI: To apply an understanding of conflict resolution - LI: To explore what is meant by the term ‘healthy relationship’ (Teach alongside RSE lessons). <u>Feelings:</u> - LI: To explore complex feelings linked to life changes - LI: To explore complex feelings linked to life changes <u>Bullying:</u> - LI: To apply an understanding of rules and laws	<u>RSE:</u> - LI: To apply an understanding of human reproduction and life cycles.(multiple sessions) <u>Health and wellbeing:</u> - LI: To apply an understanding of stress and mental health - LI: To apply an understanding of drugs and risk <u>First Aid:</u> - To apply an understanding of first aid	<u>Personal Safety:</u> - LI: To recognise feeling unsafe and know who can help (NSPCC Workshops) <u>Online safety:</u> The online safety type objectives that can be as part of PSHE are covered in computing, however these aspects of online safety may be more appropriate to cover through a PSHE lesson: - LI: To explore the impact of being online	<u>Changes:</u> - LI: To apply an understanding of change including new roles and responsibilities as we grow up. (Teach alongside RSE lessons). - LI: To explore how our roles and responsibilities have and will continue to change (Could teach alongside RSE lessons). Looking to the Future: - LI: To apply our understanding of money. Growth mind-set: - LI: To explore our aspirations for the future (career day)