

**Spring 2024 – Personal Development offer**

	Topics	In these sessions pupils will ...	Key knowledge that builds on...	Assessment
EYFS	Self-Regulation	<p>Children see themselves as valuable individuals – All children have a named key person who will work closely with them and build positive relationships with. Children’s interests are investigated and facilitated by adults.</p> <p>Identify and moderate their own feelings socially and emotionally – Children regularly take part in Jigsaw circle times. Children are encouraged to have a voice and discuss how they are feeling during all parts of the day. Speech and language interventions are put in place for children who may not be able to articulate their feelings.</p>	<p>The PSED strand is a constant in the EYFS curriculum and underpins all areas of work.</p> <p><b>AAV:</b> empathy, curiosity, respect, ambition, resilience, confidence and kindness.</p> <p><b>FBV:</b> democracy, rule of law, tolerance, individual liberty and mutual respect.</p>	<p>Through sustained shared thinking.</p> <p>Conversations with children, questioning and pulling out the key learning from the individual children.</p>
	Managing Self	<p>Manage their own needs – children are encouraged to be independent throughout the day. Water and snacks are available for them to access and they are encouraged to use the bathroom freely.</p> <p>Show resilience and perseverance – children are encouraged to persevere and continue any tasks in which they may find a challenge with support from an adult. They are given time and the tools to do their best.</p>		<p>All children can have the opportunity to work with their key person. All children can develop relationships with adults in foundation unit.</p> <p>Through sustained shared thinking.</p>
	Building Relationships	<p>Build constructive and respectful relationships – children are given vast opportunity to play with all children in the unit at independent learning time. Express their feelings and consider feelings of others – during the day adults may intervene to help children express their feelings finding the correct language to articulate their needs.</p>		<p>Group discussions with the children to gather evidence of what they know and remember.</p>

	<p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Children’s Mental Health Week</p> <p>Safer Internet Day</p> <p>Explicit Protected Characteristic lessons</p>	<p>Dreams and Goals - Challenges Perseverance Goal- setting Overcoming obstacles Seeking help Jobs Achieving goals Healthy Me - Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p>This will run as circle times and discussions during the day as and when appropriate. Discussions around children’s feelings and action and who they can talk to if they are feeling sad and worried. Modelling ow to regulate their emotions.</p> <p>Discussion around what devices are, talk about who is allowed to use them, who they belong to.</p> <p>Spring 1 - Age focus –Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 - Disability focus –Work planned and delivered in an age-appropriate manner.</p> <p>Both would be work around treating children equally. Similarities and differences.</p>	<p>Please see Jigsaw scheme of work. <b>AAV:</b> curiosity, confident, kindness <b>FBV:</b> individual liberty, mutual respect and tolerance.</p> <p>Building upon Hello Yellow Day work in the Autumn term. <b>AAV:</b> Kindness, respect, confidence <b>FBV:</b> Tolerance, Rule of Law, Mutual respect <b>PC:</b> Disability</p> <p><b>AAV:</b> Kindness, respect, confidence <b>FBV:</b> Tolerance, Rule of Law, Mutual Respect</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2.</p>	<p>All children can talk about their feelings and know who they can talk to in school if they are feeling sad or worried.</p> <p>All children can discuss what a device is and who is allowed to use them.</p> <p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p>
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Year 1	<p>Jigsaw Puzzle Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Discovery RE Spring 1 – Christianity Spring 2- Christianity</p> <p>Commando Joes</p> <p>Children’s Mental Health Week</p>	<p>Dreams and Goals - Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p> <p>Healthy Me - Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p>Spring 1 – Jesus as a friend</p> <p>Spring 2 – Easter</p> <p>Spring 1 – Mission 1 – Build a bridge to safety Spring 2 – Mission 2 – When sorry seems to be the hardest words Please see Commando Joes SOW for more detail.</p> <p>Theme – My voice matters. Children to take part in Are you listening carefully activity – page 8 of the Primary School Pack. Children to complete My Proud moments sheet.</p>	<p>Please see Jigsaw SOW <b>AAV:</b> curiosity, respect, ambition, confidence and kindness. <b>FBV:</b> democracy, rule of law, individual liberty, mutual respect and tolerance.</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities <b>AAV:</b> curiosity, respect, and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Religion or belief</p> <p>Please see Commando Joe’s SOW <b>AAV:</b> curiosity, respect, ambition, confidence and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance.</p> <p>This works builds upon what the children did during World Mental Health day. <b>AAV:</b> respect, kindness <b>FBV:</b> Tolerance</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE summative assessment</p> <p>Action and Observation – All children can talk about why it is important to work in a team. All children know why we need to take it in turns and share. All children are curious and will try new things.</p> <p>Action and observation – All children can talk about thinks they are proud of and grateful for.</p>
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	<p>Safer Internet Day</p> <p>Explicit Protected Characteristic lessons</p>	<p>Children to complete a gratitude letter for someone.</p> <p>Theme – Inspiring Change Children will use two Year 1 books to explore various themes linked to online safety and discuss them as a class afterwards.</p> <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 - Disability focus – What do the children think of as a disability? Why do they think this is one of the protected Characteristics? Work planned and delivered in an age-appropriate manner.</p>	<p><b>PC: Disability</b></p> <p>To build upon online safety work already completed in Autumn 1 and in EYFS.</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2.</p>	<p>Action and Observation – All children can name at least 3 ways they can stay safe when online.</p> <p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p>
Year 2	<p>Jigsaw Puzzle – Dreams and goals – Spring 1 Healthy Me – Spring 2</p> <p>Discovery RE Spring 1 - Judaism</p>	<p>Dreams and Goals - Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>Healthy Me - Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>Spring 1 - Passover Spring 2 - Easter</p>	<p>Please see Jigsaw scheme of work. <b>AAV</b> : curiosity, respect, resilience, confidence, kindness. <b>FBV</b> : rule of law, individual liberty, mutual respect and tolerance.</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE summative assessment.</p>

	<p>Spring 2 – Christianity</p> <p>Commando Joe’s</p> <p>Children’s Mental Health Week</p> <p>Safer Internet Day</p> <p>Explicit Protected Characteristics lessons</p>	<p>Spring 1 – Family is more than important, it’s everything! Spring 2 – I never dreamed about success, I worked for it!</p> <p>Theme – My voice matters. Children to take part in Are you listening carefully activity – page 8 of the Primary School Pack. Children to complete My Proud moments sheet. Children to complete a gratitude letter for someone.</p> <p>Theme – Inspiring Change Children will use two Year 1 books to explore various themes linked to online safety and discuss them as a class afterwards.</p> <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work</p>	<p><b>AAV:</b> curiosity, respect, and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Religion or belief</p> <p>Please see Commando Joe’s scheme of work. <b>AAV:</b> curiosity, respect, ambition, confidence and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance.</p> <p>This works builds upon what the children did during World Mental Health day. <b>AAV:</b> respect, kindness <b>FBV:</b> Tolerance <b>PC:</b> Disability</p> <p>To build upon online safety work already completed in Autumn 1 computing lessons.</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2.</p>	<p>Action and Observation – All children can discuss why it is important to be kind to others. All children are better at giving and listening to instructions. All children are better at giving and responding to feedback.</p> <p>Action and observation – All children can talk about things they are proud of and grateful for.</p> <p>Action and Observation – All children can name at least 3 ways they can stay safe when online.</p> <p>Action and Observation – All children can name the Protected Characteristics.</p>
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Year 3	<p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Discovery RE Christianity – Spring 1 Christianity – Spring 2</p> <p>Commando Joe’s</p>	<p>Dreams and Goals - Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p>Healthy Me - Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it’s important online and off line scenarios Respect for myself and others Healthy and safe choices</p> <p>Spring 1 – Jesus’ miracles Spring 2 - Easter</p> <p>Spring 1 – Mission 1 – Excellence is expensive Spring 2 – Mission 2 – Knowledge is the fuel of the soul.</p>	<p>Please see Jigsaw scheme of work <b>AAV</b> - curiosity, respect, resilience, confidence, kindness. <b>FBV</b> - individual liberty, mutual respect and tolerance.</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities <b>AAV:</b> curiosity, respect, and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Religion or belief</p> <p>Please see Commando Joe’s scheme of work <b>AAV:</b> curiosity, respect, resilience, confidence, kindness.</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE Summative assessment</p> <p>Action and Observation – All children are able to articulate their strengths and needs. All can know that you learn from</p>

	<p>Children’s Mental Health Week</p> <p>Safer Internet Day</p> <p>Explicit Protected Characteristics lessons</p>	<p>Theme – My voice matters. Children to take part in Do you know that each and every one of you matters activity – page 10 of the Primary School Pack. Children to complete My Proud moments sheet. Children to complete a gratitude letter for someone.</p> <p>Theme – Inspiring Change Children will discover what their online reputations is and how it can follow them as they grow older. They will decide which information is safe to share and which should be kept private. They will also discuss how messages online can be interpreted in different ways and that it may be easy for misunderstandings to occur.</p> <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 - Disability focus – What do the children think of as a disability? Why do they think this is one of the protected Characteristics? Work planned and delivered in an age-appropriate manner.</p>	<p><b>FBV:</b> individual liberty, mutual respect and tolerance.</p> <p>This works builds upon what the children did during World Mental Health day. <b>AAV:</b> respect, kindness <b>FBV:</b> Tolerance <b>PC:</b> Disability</p> <p>Building upon online safety work done in Autumn 1 in computing lessons and from Online safety day last year. <b>AAV:</b> respect, kindness <b>FBV:</b> tolerance, rule of law, respect</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2.</p>	<p>mistakes. All children ca discuss why it is important to have all of the facts before you make a decision.</p> <p>Action and observation – All children can talk about thinks they are proud of and grateful for.</p> <p>Action and Observation – All children can name at least 3 pieces of information that should not be shared online.</p> <p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p>
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<p>Year 4</p>	<p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Discovery RE Buddhism – Spring 1 Christianity – Spring 2</p> <p>Commando Joe’s</p> <p>Music tuition</p>	<p>Dreams and Goals - Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Healthy Me - Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>Spring 1 – The 8 fold path</p> <p>Spring 2 - Easter</p> <p>Spring 1 – Mission 1 - All people are a product of their environment Spring 2 – Mission 2 – Adopt the pace of nature</p> <p>How to play a range of musical instruments. What is the impact of music upon us as people?</p>	<p>Please see Jigsaw scheme of work. <b>AAV:</b> empathy, curiosity, respect, kind. <b>FBV:</b> democracy, individual liberty, mutual respect and tolerance.</p> <p>Please see Discovery RE SOW Spiritual, moral, cultural and social opportunities. <b>AAV:</b> curiosity, respect, and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> religion or belief</p> <p>Please see Commando Joe’s scheme of work. <b>AAV</b> - empathy, curiosity, respect, ambition, resilience, confidence and kindness. <b>FBV</b> - mutual respect and tolerance.</p> <p>Musical knowledge Musical talents <b>AAV:</b> curiosity, ambition, respect, confidence and kindness</p>	<p>Jigsaw summative assessment.</p> <p>Discovery RE summative assessment</p> <p>Action and Observation – All children can articulate theirs and others strengths and needs. All children know that there are others in the community who need care. All children know there are many places where we can be helpful.</p> <p>Verbal – All children can name at least three notes Action and Observation – All children can play</p>
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	<p>Children’s Mental Health Week</p> <p>Safer Internet Day</p> <p>Explicit Protected Characteristics lessons</p>	<p>Theme – My voice matters. Children to take part in Do you know that each and every one of you matters activity – page 10 of the Primary School Pack. Children to complete My Proud moments sheet. Children to complete a gratitude letter for someone.</p> <p>Theme – Inspiring Change Children will learn that the decisions they make online can have real world implications. They will understand the difference between being a bystander and an up stander when they see somebody experiencing unkind behaviour online and learn how to bring this to a responsible adult so it can be resolved.</p> <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 - Disability focus – What do the children think of as a disability? Why do they think this is one of the protected Characteristics? Work planned and delivered in an age-appropriate manner.</p>	<p><b>FBV:</b> individual liberty and mutual respect</p> <p>This works builds upon what the children did during World Mental Health day. <b>AAV:</b> respect, kindness <b>FBV:</b> Tolerance <b>PC:</b> Disability</p> <p>Building upon online safety work done in Autumn 1 in computing lessons and from Online safety day last year. <b>AAV:</b> respect, kindness <b>FBV:</b> tolerance, rule of law, respect</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2.</p>	<p>the instruments and follow simple patterns and melodies.</p> <p>Action and observation – All children can talk about things they are proud of and grateful for.</p> <p>Action and observation – All children can discuss the difference between a bystander and an up stander.</p> <p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p>
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Year 5	<p>Jigsaw Puzzle – Dreams and Goals – Spring 1 Healthy Me – Spring 2</p> <p>Discovery RE Sikhism – Spring 1 Christianity – Spring 2</p> <p>Commando Joe’s</p>	<p>Dreams and Goals - Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>Healthy Me - Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> <p>Spring 1 – Beliefs and Moral Values Christianity – Easter</p> <p>Spring 1 – Mission 1 – If you want to go fast, you should go alone. If you want to go far, you should go together. Spring 2 – Mission 2- We never know the worth of water until the well is dry.</p>	<p>Please see Jigsaw scheme of work for more information. <b>AAV:</b> empathy, curiosity, respect, kind. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Race, Religion or belief</p> <p>Please see Discovery RE SOW Spiritual, moral and cultural opportunities. <b>AAV:</b> curiosity, respect, and kindness. <b>FBV:</b> individual liberty, mutual respect and tolerance. <b>PC:</b> Religion or belief</p> <p>Please see Commando Joe’s scheme of work. <b>AAV:</b> empathy, curiosity, respect, ambition, resilience, confidence and kindness. <b>FBV:</b> mutual respect, tolerance,</p>	<p>Jigsaw summative assessment</p> <p>Discovery RE summative assessment</p> <p>Action and Observation – All children recognise theirs and others strengths and needs. All children know the importance of team work and different ways help can be given.</p>

	Music tuition	Lessons in playing specific instruments.	<p><b>AAV:</b> curiosity, ambition, resilience and confidence</p> <p><b>FBV:</b> mutual respect, tolerance, individual liberty.</p>	<p>Verbal – All children can give at least three reasons why they enjoy playing the instrument they have chosen.</p> <p>Action and Observation – All children can read music and play the instrument taking into account musical performance.</p>
	Mini Police	Please see Mini Police bespoke SOW for Ambleside Academy for more detail.	<p><b>AAV:</b> Respect, confidence, ambition, empathy and kindness</p> <p><b>FBV:</b> Rule of Law, tolerance, individual liberty and mutual respect.</p>	<p>Action and Observation – All children can</p>
	Into University	What is University?	<p><b>AAV:</b> Confidence, resilience, kindness</p> <p><b>FBV:</b> Mutual respect, tolerance, individual liberty</p>	<p>Action and Observation – All children can discuss what university is and some of the things that can be studied there.</p>
	Children’s Mental Health Week	<p>Theme – My voice matters.</p> <p>Children to take part in Do you know that each and every one of you matters activity – page 10 of the Primary School Pack.</p> <p>Children to complete My Proud moments sheet.</p>	<p>This works builds upon what the children did during World Mental Health day.</p> <p><b>AAV:</b> respect, kindness</p> <p><b>FBV:</b> Tolerance</p> <p><b>PC:</b> Disability</p>	<p>Action and observation – All children can talk about things they are proud of and grateful for.</p>

	<p>Safer Internet Day</p> <p>Explicit Protected Characteristics lessons</p> <p>Swimming</p>	<p>Children to complete a gratitude letter for someone.</p> <p>Theme – Inspiring Change Children will learn about their digital footprint and how this reflects who they are to people who they have never met. They will consider how something that seems harmless and silly now could have huge implications in the future when they're adults. The children will learn about the concept of fake news.</p> <p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person's age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 - Disability focus – What do the children think of as a disability? Why do they think this is one of the protected Characteristics? Work planned and delivered in an age-appropriate manner.</p> <p>All Year 5 children to attend swimming lessons for the half term</p>	<p>Building upon online safety work done in Autumn 1 in computing lessons and from Online safety day last year. <b>AAV:</b> respect, kindness <b>FBV:</b> tolerance, rule of law, respect</p> <p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2.</p> <p>To either teach the children a new life-saving skill or develop pre-learned skills further together with confidence in the water.</p>	<p>Action and Observation – All children can discuss fake news and give at least 2 ways to spot this online.</p> <p>Action and Observation – All children can name the Protected Characteristics. All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p> <p>Action and Observation – All children can swim at least 25 metres.</p>
Year 6	Jigsaw Puzzle – Dreams and Goals – Spring 1	<p>Dreams and Goals - Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Please see Jigsaw scheme of work for more information. <b>AAV :</b> empathy, curiosity, respect, kind.</p>	Jigsaw summative assessment

	<p>Healthy Me – Spring 2</p> <p>Discovery RE Christianity – Spring 1 Christianity – Spring 2</p> <p>Commando Joe’s</p> <p>Music Tuition</p>	<p>Healthy Me - Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p> <p>Spring 1 – Beliefs and Meanings Spring 2 - Easter</p> <p>Spring 1 – Mission 1 – It’s a man’s world. Spring 2 – Mission 2 – A good plane is more important than a good pilot.</p> <p>Lessons in playing specific instruments.</p>	<p><b>FBV</b> : individual liberty, mutual respect and tolerance. <b>PC</b>: Age, Disability, sexual orientation and Gender reassignment</p> <p>Please see Discovery RE SOW Spiritual and cultural opportunities. <b>AAV</b>: curiosity, respect, and kindness. <b>FBV</b>: individual liberty, mutual respect and tolerance. <b>PC</b>: Religion or belief</p> <p>Please see Commando Joe’s scheme of work. <b>AAV</b>: empathy, curiosity, respect, ambition, resilience, confidence and kindness. <b>FBV</b>: mutual respect, rule of law, individual liberty</p> <p><b>AAV</b>: curiosity, ambition, resilience and confidence <b>FBV</b>: mutual respect, tolerance, individual liberty.</p>	<p>Discovery RE summative assessment</p> <p>Action and Observation – All children know the importance of making good life choices. All children can discuss why it is important to be patient at times. All children respect and value others opinions.</p> <p>Verbal – All children can talk about why they play an instrument and the impact it has on them. Action and Observation – All children can read music and play the instrument taking into account musical performance.</p>
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	<p>Children’s Mental Health Week</p>	<p>Theme – My voice matters.          Children to take part in Do you know that each and every one of you matters activity – page 10 of the Primary School Pack.          Children to complete My Proud moments sheet.          Children to complete a gratitude letter for someone.</p>	<p>This works builds upon what the children did during World Mental Health day.  <b>AAV:</b> respect, kindness  <b>FBV:</b> Tolerance  <b>PC:</b> Disability</p>	<p>Action and observation –          All children can talk about things they are proud of and grateful for.</p>
	<p>Safer Internet Day</p>	<p>Theme – Inspiring Change          Children will learn how offline and online relationships can become blurred and how decisions they make can affect both. They will learn more about cyber bullying and how to keep themselves and others safe online.</p>	<p>Building upon online safety work done in Autumn 1 in computing lessons and from Online safety day last year.  <b>AAV:</b> respect, kindness  <b>FBV:</b> tolerance, rule of law, respect</p>	<p>Action and Observation –          All children can discuss how offline and online relationships can become blurred.</p>
	<p>Explicit Protected Characteristics lessons</p>	<p>Spring 1 - Age focus – Why do the children think this is one of the Protected characteristics? In what situations might it be important not to have prejudice against a person’s age? Can prejudice be against both young and old people? Why? Work planned and delivered in an age-appropriate manner.</p> <p>Spring 2 - Disability focus – What do the children think of as a disability? Why do they think this is one of the protected Characteristics? Work planned and delivered in an age-appropriate manner.</p>	<p>To build upon work done on the Protected Characteristics in Jigsaw lessons together with where it has been taught in Anti-Bullying week in Autumn 2.</p>	<p>Action and Observation –          All children can name the Protected Characteristics.          All children can discuss why these two protected characteristics are important and give at least 2 reasons for their importance in our society.</p>