



Prior Learning	
<p>This unit will build on the knowledge and skills learned in KS1 Prior learning will be knowledge of recognising their own feelings, knowing how to make their class a safe and fair place, showing good listening skills and being able to work cooperatively.</p>	
Key vocabulary for this unit	
Valued, Achievements, Personal Goal, Acknowledge, Affirm, Emotions, View Point. Ideal School	Solutions, Support, Rights, Responsibilities, Learning Charter, Consequences, Co-Operate, Group Dynamics.
Learning Sequence	
Getting to know each other.	<ul style="list-style-type: none"> ● I recognise my worth and can identify positive things about myself and my achievements. ● I can set personal goals ● I value myself and know how to make someone else feel welcome and valued
Our nightmare school	<ul style="list-style-type: none"> ● I can face new challenges positively, make responsible choices and ask for help when I need it ● I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
Our dream school	<ul style="list-style-type: none"> ● I understand why rules are needed and how they relate to rights and responsibilities ● I know how to make others feel valued
Rewards and consequences	<ul style="list-style-type: none"> ● I understand that my actions affect myself and others and I care about other people's feelings ● I understand that my behaviour brings rewards/consequences

Our learning charter	<ul style="list-style-type: none"> • I can make responsible choices and take action • I can work cooperatively in a group
Owning our learning charter	<ul style="list-style-type: none"> • I understand my actions affect others and try to see things from their points of view • I am choosing to follow the Learning Charter
Assessment milestones	
<p align="center">Social and Emotional Skills</p> <ul style="list-style-type: none"> • To identify positive things aspects about themselves and their achievements. • To talk about new challenges and how to face them with positivity. • To know how rules relate to rights and responsibilities. • To be able to empathise with others. 	

Celebrating Differences



Prior Learning	
<p>This unit will build on the knowledge and skills learned in KS1 Prior learning will be knowledge of understanding that everyone's differences make them special and unique and that this is ok and they should not be judged, explaining how being bullied can make someone feel and knowing how to stand up for themselves when they need to.</p>	
Key vocabulary for this unit	
Connected, Difference, Conflict, Solve It Together, Solutions, Resolve, Unique,	Witness, Bystander, Bullying, Consequences, Hurtful, Compliment.
Learning Sequence	

Families	<ul style="list-style-type: none"> • I understand that everybody's family is different and important to them • I appreciate my family/the people who care for me
Family Conflict	<ul style="list-style-type: none"> • I understand that differences and conflicts sometimes happen among family members • I know how to calm myself down and can use the 'Solve it together' technique
Witness and feelings	<ul style="list-style-type: none"> • I know what it means to be a witness to bullying • I know some ways of helping to make someone who is bullied feel better
Witness and solutions	<ul style="list-style-type: none"> • I know that witnesses can make the situation better or worse by what they do • I can problem-solve a bullying situation with others
Words that harm	<ul style="list-style-type: none"> • I recognise that some words are used in hurtful ways • I try hard not to use hurtful words (e.g. gay, fat)
Celebrating difference: compliments	<ul style="list-style-type: none"> • I can tell you about a time when my words affected someone's feelings and what the consequences were • I can give and receive compliments and know how this feels
Assessment milestones	
<p style="text-align: center;">Social and Emotional Skills</p> <ul style="list-style-type: none"> • To understand that people are all different and will sometimes fall out with each other. • To have techniques to calm them down. • To understand that witnesses to bullying have choices which can affect the situation. • To understand that their word choices can affect other people. 	