

Year R	School	The UK and the Wider World	Healthy Lifestyles	Hopes and Dreams
Lesson 1	My new classmates. How to interact with them. Letting others join in	What makes us all different? Think about how we look, our race, religion, beliefs. What makes us the same?	What are germs? How to keep ourselves clean	Setting a goal (EG writing my name, playing with another person). How will I achieve this goal?
Objectives	L1. how they can contribute to the life of the classroom and school. L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	L9. ways in which we are the same as all other people; what we have in common with everyone else.	H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. H6. the importance of, and how to, maintain personal hygiene.	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 2	Getting to know my school. Who's who?	How to treat everyone kindly and with respect, no matter what they look like or believe	The importance of brushing our teeth	The challenges of setting a goal. How to overcome these challenges
Objectives	R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R1. to communicate their feelings to others, to recognise how others show feelings and how to respond	L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 3	Where is everything in my new school?	The emergency services. What role do they play? When it is appropriate to ring 999	Why do we need to exercise and keep fit? Why sleep is also important.	Introducing the word resilience. When do we need to show resilience e.g. riding a bike, writing our names

Objectives		L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 4	How to behave in the classroom and in the school. Routines.	Who is important in the UK? The queen, the prime minister etc	What we should eat to stay healthy	The importance of trying something new and having a go, even if we aren't confident
Objectives	L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them		H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 5	My feelings. What do I feel? How do I express this?	Why is it important to look after our planet? What can we do to help? Think about recycling	Staying safe around the house	How to work together in groups - listening and co-operating
Objectives	H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	H11. that household products, including medicines, can be harmful if not used properly	L4. that they belong to different groups and communities such as family and school
Lesson 6	To understand how other children are feeling.	The internet. Making sure we never give out any information online. What to do if we see something online which we don't like	Road safety	Learning how to ask questions to others

Objectives	H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings	H16. What is meant by privacy; their right to keep things private; the importance of respecting others' privacy. H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety	H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety	R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
Year 1	School	The UK and the Wider World	Healthy Lifestyles	Hopes and Dreams
Lesson 1	Hopes and fears for the year ahead	What to do in an emergency	Understand the difference between being healthy and unhealthy	To set simple goals Recognising successes and achievements
Objectives	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 2	My class. Differences in the Year 1 classroom.	Who are the royal family? Why are they important? Who is the queen of England?	Making healthy lifestyle choices	Working out how to achieve goals How do I learn best?
Objectives	L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them		H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 3	All about me. What do I like and enjoy? What do others in the class like and enjoy?	How the UK works - democracy. Look at key buildings, such as the Houses of Parliament.	Keeping myself clean and healthy. Understanding how germs cause disease/illness	Skills for working with a partner

Objectives	L1. how they can contribute to the life of the classroom and school	L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	H6. the importance of, and how to, maintain personal hygiene H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 4	Rights and responsibilities of being a member of the class e.g. a right to learn	Why is it very important to protect our environment?	Medicine. Why we use it. How to stay safe	How to react when faced with a challenge Understanding how challenges can stretch my learning. The importance of being resilient
Objectives	L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	H11. that household products, including medicines, can be harmful if not used properly.	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 5	Rewards and consequences. Why do we have them? How does it make us feel? What are they in this class?	What is global warming? What can we do to help? Focus on pollution, recycling, planting trees etc	The importance of sleep	How does it feel to succeed when faced with challenges? Working hard to achieve goals and dreams
Objectives	L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 6	The role of the school council.	The internet - how can we stay safe online?	Road safety	The importance of a positive mindset. Link to growth mindset.

Objectives	L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H16. What is meant by privacy; their right to keep things private; the importance of respecting others' privacy.	H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Year 2	School	The UK and the Wider World	Healthy Lifestyles	Hopes and Dreams
Lesson 1	Hopes and fears for the year ahead	The structure of the UK - democracy, councils. We have a monarchy	How to keep my body healthy	Choosing a realistic goal and working out how to achieve it
Objectives	R1. to communicate their feelings to others, to recognise how others show feelings and how to respond		H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 2	All about me. What do I want others to know about me? What do I want to know about others in the class?	The work of charities. Who do charities help? Why do some people need help?	What makes me feel happy and relaxed? What makes me feel stressed? How can I deal with stress?	What are my strengths as a learner? How can I overcome challenges in my learning? Being resilient.
Objectives	L1. how they can contribute to the life of the classroom and school	L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the	H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

		need to return things that have been borrowed)		
Lesson 3	Our class learning charter	How are we “global citizens”? What does this mean?	How do medicines work in my body? How can we be safe with medicines?	Understand who I work well with in a team, and who I find it harder to work with. How can this be helped? Why is it important to work together?
Objectives	L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	H11. that household products, including medicines, can be harmful if not used properly	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 4	Rights and responsibilities in the classroom	What is life like for children in different places around the world? Understand that different people have different challenges in their lives	Identifying different food groups and understand what my body needs to keep it healthy	Working in a group to achieve a goal. Set a task, such as a miniproject. It could link to a topic. Or be something such as “design an invention which will help the environment”
Objectives	L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R8. to identify and respect the differences and similarities between people	H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
Lesson 5	Rewards and consequences in the classroom - why do we have them? How do they make us feel? What are our class’?	“See Me As I Am”. Look at disabilities that others may have. What helps them with their lives?	Understanding which foods give my body good energy	Explaining how the group cooperated to achieve the goal

Objectives	L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else	H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Lesson 6	What does it look like to make the right choices? How does it make us feel?	Continuing with the theme of the last lesson. What can we do to help others? Why is it important to respect and be kind to everyone?	Making/designing healthy snacks and discussing why they are good for our bodies	Sharing success with other people. How does success make me feel? What will make me successful in my learning?
Objectives	L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	L9. ways in which we are the same as all other people; what we have in common with everyone else. L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7. to offer constructive support and feedback to others R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

Year 3	School (Autumn)	The UK and the Wider World (Autumn/Spring)	Healthy Lifestyles (Spring/Summer)	Hopes and Dreams (Summer)
Lesson 1	Getting to know each other	Democracy. What does this look like in the UK? How is it different from a dictatorship? Link to school council.	Understand how exercise affects my body and why my heart and lungs are important organs. Set myself a fitness challenge.	Case study of people who have overcome challenges to achieve success.
Objectives	R 1 . to recognise and respond appropriately to a wider range of feelings in others R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)	L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet	R16. to recognise and challenge stereotypes
Lesson 2	Our class learning charter	Climate change. Why is there climate change? What does it look like? Why is it a problem?	The eatwell plate. How will this differ for different people e.g. athletes, vegetarians, diabetics etc.	Identifying ambitions and dreams important to myself.
Objectives	R15. to recognise and manage 'dares'	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet	R11. to work collaboratively towards shared goals H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
Lesson 3	Our nightmare school!	How can we be greener? What can each of us do to help protect the environment? What can the government do to help?	What do I know about everyday drugs? Caffeine, medicine, tobacco.	Working out how to break a goal down into a number of steps and working to achieve each one.

Objectives	L9. what being part of a community means, and about the varied institutions that support communities locally and nationally H15. school rules about health and safety, basic emergency aid procedures, where and how to get help	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
Lesson 4	Our dream school – link to class charter	Different races in Britain. Understand that we are a multicultural country. Why might people come to live in Britain? Treating those from other countries with respect and tolerance.	Identifying things, people and places that I need to keep safe from. How to keep myself safe and who to talk to if I need help.	How we can be resilient. What does this look like?
Objectives	H15. school rules about health and safety, basic emergency aid procedures, where and how to get help	L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs	H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe	H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
Lesson 5	Rewards and consequences. Understanding that behaviour has consequences. How does this make us feel?	Human rights. What are human rights? Do all children across the world have their human rights? Why might they not?	Keeping safe at home – medicine, household products etc.	Growth mindset Coming up with statements which will help us when we are set a challenge.
Objectives	L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

		L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request	H16. what is meant by the term 'habit' and why habits can be hard to change
Lesson 6	Understanding how actions affect others, and seeing situations from different points of view.	The work of charities. What different causes might charities help with? Why is their work so important?	My amazing body – look at all the amazing things human bodies can do. Understand our bodies need respect – how can we do this?	Mindfulness. Why can it be important for us? How can we be mindful?
Objectives	R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R7. that their actions affect themselves and others R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves L8. to resolve differences by looking at alternatives, seeing and respecting others'	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

	<p>points of view, making decisions and explaining choices</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>			
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Year 4	School Autumn	The UK and the Wider World Autumn/Spring	Healthy Lifestyles Spring/Summer	Hopes and Dreams Summer
Lesson 1	Becoming a class team. What are our strengths? How can we work together?	Racism. What is it? Why might some people be racist? How does it make people feel? The importance of being respectful, tolerant and standing up for people.	Road safety recap.	My hopes and dreams for the future. How will I achieve them?
Objectives	R1. to recognise and respond appropriately to a wider range of feelings in others R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view	R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs	H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)	R11. to work collaboratively towards shared goals H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
Lesson 2	Our class learning charter	"See me as I am" Look at disabilities. How it makes people feel and how they overcome their difficulties.	Healthy eating. What do I need to eat to ensure I am healthy? Why is it so important to eat a balanced diet?	Understanding the feelings of not achieving a hope or dream. Being aware that disappointment can hurt but it is not permanent.
Objectives	R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence	H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions

		R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation	their choices and the benefits of eating a balanced diet	and when they might need to listen to, or overcome these
Lesson 3	Being a school citizen. Who is in my school community, what roles do they have and what is my role?	Continue lesson 2 "See me as I am". Look at disabilities, how it makes people feel and how they overcome these.	Smoking – the facts, effects and why people start smoking. Look at peer pressure.	Coping with, and overcoming, disappointment. Being resilient. Coming up with new dreams and aspirations
Objectives	H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation	H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
Lesson 4	Rights, responsibilities and democracy – link to school council and class charter.	Governance of the UK and wider world. What is the UN? What other organisations govern the world? How do politics work in the UK? Link to school council.	Alcohol – what is it, its effects and why do people drink?	Mental health. Understanding that some people can find life hard at times and get feelings such as anxiety and depression. Consider ideas for how to get help or to help others.
Objectives	R7. that their actions affect themselves and others H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe R15. to recognise and manage 'dares' L7. that they have different kinds of responsibilities, rights and duties at	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H18. how their body will, and their emotions may, change as they approach and move through puberty

	home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities			R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
Lesson 5	Rewards and consequences. How does it make us feel? Rewards and consequences in the wider world.	Climate change – What are the effects and possible consequences of this? How have humans contributed to climate change?	Basic first aid. E.g. recovery position. How to help someone in an emergency. The work of the emergency services.	Mindfulness
Objectives	L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	H15. school rules about health and safety, basic emergency aid procedures, where and how to get help	H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
Lesson 6	How do others feel? Understand how different people can feel differently in situations.	Standing up for what is right. Presenting ideas on how to stop climate change at a local, national and international level.	Pocket money- why do some people get pocket money? Introduce the idea of budgeting, setting goals and working to achieve them.	Growth mindset
Objectives	L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R12. to develop strategies to resolve disputes and conflict through negotiation	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H16. what is meant by the term 'habit' and why habits can be hard to change

and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Year 5	School	The UK and the Wider World	Healthy Lifestyles	Hopes and Dreams
Lesson 1	My year ahead - goals, values and aspirations	Cultural differences and similarities. Why cultural differences can cause conflict	Smoking - how it affects the body, risks of smoking and why people start	What would I like to be when I am grown up? Identifying the importance of money
Objectives	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 3. H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement 4. H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe 5. 	<ol style="list-style-type: none"> 1. L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk 2. L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 3. L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 4. L12. to consider the lives of people living in other places, and 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' 4. H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or 	<ol style="list-style-type: none"> 1. L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 2. L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 3. L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

		<p>people with different values and customs</p> <p>5.</p>	<p>anxious or that they think is wrong</p> <p>5. H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>6.</p>	
Lesson 2	Our class learning charter	Racism - what is it? How is our attitude shaped by other influences?	Alcohol - the risks of misusing alcohol, how it damages the body and can encourage anti-social behaviour	Case studies of different jobs and careers
Objectives	<ol style="list-style-type: none"> H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H15. school rules about health and safety, basic emergency aid procedures, where and how to get help L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to 	<ol style="list-style-type: none"> H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L8. to resolve differences by looking 	<ol style="list-style-type: none"> H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their 	<ol style="list-style-type: none"> L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the

	<p>develop strategies for getting support for themselves or for others at risk</p> <p>4.</p>	<p>at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>4. L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>5. L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>6. L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>7.</p>	<p>choices and the benefits of eating a balanced diet</p> <p>4. H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>5. H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>6. H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>7.</p>	<p>environment across the world</p>
Lesson 3	Year 5 responsibilities - what opportunities do I have?	Influential people in history - Nelson Mandela, Martin Luther King, Rosa Parks etc	Emergency aid - learning a few basics including the recovery position	My dream job - what I want to do, why I want to do it, and the steps it will take to get me there

Objectives	<ol style="list-style-type: none"> 1. H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 2. H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe 3. H15. school rules about health and safety, basic emergency aid procedures, where and how to get help 4. 	<ol style="list-style-type: none"> 1. L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk 2. L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 3. L12. to consider the lives of people living in other places, and people with different values and customs 4. 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' 3. 	<ol style="list-style-type: none"> 1. H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 2. L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 3. L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 4. L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world 5.
Lesson 4	Being me in Britain - my rights and responsibilities	Money. How much do different items cost? Introduce financial terminology. Is money important?	Body image. Understanding how the media and celebrity culture can promote certain body types	Growth mindset, including resilience

Objectives	<ol style="list-style-type: none"> 1. H15. school rules about health and safety, basic emergency aid procedures, where and how to get help 2. L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 3. L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk 4. L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 5. L12. to consider the lives of people living in other places, and people with different values and customs 6. 	<ol style="list-style-type: none"> 4. L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 5. L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 6. L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves 4. H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 5. H18. how their body will, and their emotions may, change as they approach and move through puberty 6. L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 3. H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 4.
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			misrepresent or mislead; the importance of being careful what they forward to others	
Lesson 5	Rewards and consequences in the class. Outside of school. How does it make us feel?	Compare my life with people in the developing world. Does money matter? Why is the work of charities so important?	Understand how people can develop eating disorders associated with body image pressures Value and respect our bodies	The importance of standing up for what I believe in. Look at debating skills, linking to famous people in our history, parliament etc. Children to plan a debate - focus on a topical issue
Objectives	1. L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	1. L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 2. L12. to consider the lives of people living in other places, and people with different values and customs 3. L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 4. L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society	1. H1. what positively and negatively affects their physical, mental and emotional health 2. H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet 4. H4. to recognise how images in the media (and online) do not	1. L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 2. L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk 3. L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 4.

		<p>through the payment of VAT)</p> <p>5. L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>6.</p>	<p>always reflect reality and can affect how people feel about themselves</p> <p>5. H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>6. H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>7. H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>8. L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being</p>	
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			careful what they forward to others	
Lesson 6	Democracy - school council	Celebrating a different culture	Knowing what choices to make to promote a healthy lifestyle	Children to debate idea in class
Objectives	<ol style="list-style-type: none"> 1. L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 2. L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 3. L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 	<ol style="list-style-type: none"> 1. L9. what being part of a community means, and about the varied institutions that support communities locally and nationally 2. L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 3. L12. to consider the lives of people living in other places, and people with different values and customs 4. 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 3. H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong 4. L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being 	<ol style="list-style-type: none"> 1. L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 2. L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

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Year 6	School	The UK and the Wider World	Healthy Lifestyles	Hopes and Dreams
Lesson 1	My year ahead - goals, values and aspirations	Am I normal? Understand different perceptions about what normal is.	The impact of eating different foods - providing energy, giving comfort, altering moods	Setting personal learning goals The importance of stretching myself and being ambitious My learning strengths
Objectives	<ol style="list-style-type: none"> H1. what positively and negatively affects their physical, mental and emotional health H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H15. school rules about health and safety, basic emergency aid 	<ol style="list-style-type: none"> H1. what positively and negatively affects their physical, mental and emotional health H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 	<ol style="list-style-type: none"> H1. what positively and negatively affects their physical, mental and emotional health H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 	<ol style="list-style-type: none"> H1. what positively and negatively affects their physical, mental and emotional health H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

	procedures, where and how to get help		5. H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	
Lesson 2	Our class learning charter	Understanding disability - what is it like to live with a physical or mental disability?	Drugs and their effect on the body	Steps to achieve my goals
Objectives	<ol style="list-style-type: none"> 5. H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 6. H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe 7. H15. school rules about health and safety, basic emergency aid procedures, where and how to get help 	<ol style="list-style-type: none"> 1. L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 3. H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health

			4. H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others	
Lesson 3	Year 6 responsibilities - what opportunities do I have now I am at the top of the school?	Celebrating those with disabilities - case studies of those who have lived amazing lives	Comparing when alcohol is being drunk responsibly, anti-socially or being misused	My dream for the world - what problems concern me, and how can they be fixed?
Objectives	<ol style="list-style-type: none"> 1. H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 2. H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement 3. H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe 4. L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and 	<ol style="list-style-type: none"> 2. L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 3. H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or 	<ol style="list-style-type: none"> 1. L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

	discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk		anxious or that they think is wrong	
Lesson 4	Global Citizen. What rights do I think I should have? What are our human rights? Understand these are not met all around the world	Explain how difference can be a source of conflict and a cause for celebration. Link to racism, homophobic bullying etc	How to act in an emergency + basic first aid	Project - the environment. Look at the issues global warming. Children to work in groups to come up with an invention which could help the world.
Objectives	<ol style="list-style-type: none"> L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L12. to consider the lives of people living in other places, and people with different values and customs 	<ol style="list-style-type: none"> L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and 	<ol style="list-style-type: none"> H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' 	<ol style="list-style-type: none"> L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

		people with different values and customs		
Lesson 5	Global citizen - understand how my actions can affect people globally and locally	Democracy in Britain - link to school council How does the political system in Britain work?	Emotional and mental health Different types of mental illnesses, where to get help and others' attitudes towards mental health	Presenting designs and explaining how they can help the world.
Objectives	<ol style="list-style-type: none"> L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L12. to consider the lives of people living in other places, and people with different values and customs 	<ol style="list-style-type: none"> L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L9. what being part of a community means, and about the varied institutions that support communities locally and nationally 	<ol style="list-style-type: none"> H1. what positively and negatively affects their physical, mental and emotional health H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 	<ol style="list-style-type: none"> L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L9. what being part of a community means, and about the varied institutions that support communities locally and nationally
Lesson 6	My impact in Year 6. Link to growth mindset. Where do I see myself at the end of the year? How will I have made a difference to others?	Debate a topical political issue. Research and perform in a debate.	Recognising feelings of stress, strategies to relieve them and how some people can turn to alcohol/drugs when they feel this way	Growth Mindset

Objectives	<ol style="list-style-type: none"> 1. H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 2. H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement 	<ol style="list-style-type: none"> 1. L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 2. L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 3. L12. to consider the lives of people living in other places, and people with different values and customs 4. L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media 3. H18. how their body will, and their emotions may, change as they approach and move through puberty 	<ol style="list-style-type: none"> 1. H1. what positively and negatively affects their physical, mental and emotional health 2. H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 3. H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
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