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| **Term 2**  **Celebrating Differences and Anti-Bullying Week** | | |
| **Year group** | **Week** | **Learning Objective** |
| **Nursery and**  **Reception** | **Throughout the year** | **Will be met in all aspects in the early years framework specifically Understanding of the world: People, cultures and communities but in addition the children will:**  Have Eid play and parties  Christmas play and parties  Divali celebration  Chinese New Year  Most celebrations will be lead by someone in the community |
| **Year 1** | 1 | I can tell you some ways in which I am the same as my friends (Jigsaw 1) |
| 2 | I can tell you some ways I am different from my friends (Jigsaw 2) |
| 3 | I understand how being bullied might feel (Jigsaw 3) |
| 4 | I can be kind to children who are bullied (Jigsaw 4) |
| 5 | I know how it feels to make a new friend (Jigsaw 5) |
| 6 | I understand what Autism is (Saved in Curriculum/PHSE/Year 1) |
| 7 | Anti-bullying Week |
| **Year 2** | 1 | I understand some ways in which boys and girls are similar and feel good about this (J1) |
| 2 | I understand some ways in which boys and girls are different and accept that this is ok (J2) |
| 3 | I can tell you how someone who is bullied feels  I can be kind to children who are bullied (J3) |
| 4 | I know when and how to stand up for myself and others  I know how to get help if I am being bullied (J4) |
| 5 | I know how it feels to be a friend and have a friend (J5) |
| 6 | Anti-bullying Week |
| **Year 3** | 1 | Understand that everybody’s family is different and important to them (Jigsaw 1) |
| 2 | Understand that differences and conflicts sometimes happen among family members (Jigsaw 2) |
| 3 | Know what it means to be a witness to bullying (Jigsaw 3) |
| 4 | Know that witnesses can make the situation better or worse by what they do (Jigsaw 4) |
| 5 | Recognise that some words are used in hurtful ways (Jigsaw 5) |
| 6 | I can tell you about a time when my words affected someone’s feelings and what the consequences were (Jigsaw 6) |
| 7 | Anti-bullying Week |
| **Year 4** | 1 | I try to accept people for who they are (Jigsaw 1) |
| 2 | I can question why I think what I do about other people (Jigsaw 2) |
| 3 | I know how it might feel to be a witness to and a target of bullying (Jigsaw 3) |
| 4 | I can problem-solve a bullying situation with others (Jigsaw 4) |
| 5 | I like and respect the unique features of my physical appearance (Jigsaw 5) |
| 6 | Anti-Bullying Week |
| **Year 5** | 1 | I am aware of my own culture (Jigsaw 1) |
| 2 | I am aware of my attitude towards people from different races (Jigsaw 2) |
| 3 | I can tell you a range of strategies in managing my feelings in bullying  situations and for problem-solving when I’m part of one (Jigsaw 3) |
| 4 | I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied (Jigsaw 4) |
| 5 | I respect my own and other people’s cultures (Jigsaw 6) |
| 6 | Anti-bullying Week |
| **Year 6** | 1 | I can empathise with people who are living with disabilities (J1) |
| 2 | I am aware of my attitude towards people with disabilities (J2) |
| 3 | I know how it can feel to be excluded or treated badly by being different in some way (J3) |
| 4 | I can tell you a range of strategies in managing my feelings in bullying (J4)  situations and for problem solving when I’m part of one |
| 5 | I appreciate people for who they are (J5) |
| 6 | Anti-bullying Week |

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| Anti- bullying week  Week commencing 11th November | Theme: Choose respect  Assemblies and lessons this week will focus on anti-bullying  Tuesday: Odd socks day |