

CHERRY TREE ACADEMY

PSHE

NO OUTSIDERS



Subject Statement PSHE – No Outsiders



Rationale	<p>At Cherry Tree Academy, we understand the importance and impact that PSHE and Personal Development education can have on each and every child and as such Personal Development runs at the heart of Cherry Tree. Children should not only have access to the best academic offer, but also the best wider offer than envelopes the whole child and meets the needs of our children and our community. We want all of our children to develop an understand the world around them and aspire to grow and be the best version of themselves. To do this, they must develop their knowledge, attitudes, skills, relationships and behaviours that are important both inside and outside of the school community. Our No Outsiders curriculum forms part of our wider Personal Development offer and is a highly inclusive and highly-personalised offer that is adaptive according to the needs of individual children, cohorts and changes within the community.</p>
Vision for the curriculum	<p>Our PSHE, RSE, and wider curriculum offer supports the growth and development of children and encourages them to build their resilience, confidence and independence as well as helping them to understand how to keep themselves physically and mentally healthy and safe both on and off-line. Our PSHE curriculum underpins the children's understanding of British Values and relationships education and is supported by No Outsiders, a programme that delivers inclusive education that promotes community cohesion to prepare young people and adults for life as global citizens through a selection of 42 children's books from EYFS to Year 6. It was developed as a curriculum response to the Equality Act 2010. We offer after school activities that support this offer and an enrichment programme that broadens the children's experiences and understanding of the world. At Cherry Tree Academy, we celebrate diversity and inclusion – this runs throughout our school on a daily basis as well as being taught during specific lessons. Allowing all children to thrive in a fast changing, interconnected and communication rich world, children need the ability to be driven and flexible in navigating complex environments.</p>
Intent	<p>At Cherry Tree Academy, the personal development of our children is at the core of everything we do and is the golden thread that runs through and connects all elements of school life. We aim to give the children in our community a wide range of varied experiences in order to educate, inspire, motivate and empower them to become well-rounded citizens who will be able to make respectful choices and contribute to society. Through our extensive three-strand Personal Development, RSE and PSHE curriculum, pupils at Cherry Tree Academy will become people who:</p> <ul style="list-style-type: none"> • Are comfortable in their own skin and able to continuously explore the person they are and who they are becoming. • Showcase our five core values; considerate, honest, healthy, inclusive and resilient in everything they do. • Want to make the world a better place. • Have the expertise they need to succeed, lead and serve others. • Celebrate the diverse cultural, spiritual and moral beliefs of different religious and non-religious worldviews.

	<p>PSHE and Personal Development are embedded in our school's curriculum, ethos, aims and values in an inclusive culture where every child can show growth and excellence every day.</p>
Implementation	<p>At Cherry Tree Academy we feel strongly that personal development is not just a 'subject to teach through PSHE'. Personal development is unique to every single child and something that is engrained in all aspects of school life. Its content is covered in RE, PSHE, Assembly themes, No Outsiders, the wider curriculum and through our pastoral offer, our behaviour curriculum and the daily interactions within the school. Considering this, some elements are broken down and strategically planned (such as RE, PSHE, No Outsiders, Assembly Plans), while other elements are part of everyday practice and stand-alone events and initiatives. There are also aspects of personal development that are 'in the moment' interactions and experiences to meet an emerging need.</p> <p>At Cherry Tree Academy, we teach No Outsiders in classes each week as part of our assembly curriculum. Each half term we focus on our core text per year group and the learning is mapped out through medium-term planning documents. Work from No Outsiders lessons is captured in class floor-books and these are used to review and discuss learning throughout the year.</p> <p>Discrete No Outsiders lessons are taught each week alongside a weekly PSHE lesson and a wider assembly plan that covers a range of topics linked to safeguarding, keeping safe, RE, RSE, key global and local events and school values.</p>
Impact	<p>The impact of our No Outsiders curriculum and wider Personal Development offer can be seen in the attitudes, behaviour and sense of purpose within the culture of our school. One of our core values is At Cherry Tree Academy we are Inclusive: No Outsiders – we welcome everyone. This inclusive attitude can be seen everywhere from displays to the welcoming culture and nurturing, inclusive environments.</p>
Pedagogical Approach	<p>Values:</p> <p>At Cherry Tree Academy we are:</p> <p>Resilient. We have the courage to keep going.</p> <p>Healthy. We look after ourselves – mind and body.</p> <p>Considerate. We think about other people.</p> <p>Honest. We always tell the truth.</p> <p>Inclusive. No Outsiders – we welcome everyone.</p> <p>Our school values are the lifeblood of the school and underpin everything that we do. Our school values and three school rules (ready, respectful and safe) are used every day as a constant reference point for all members of our school community. Our approach to teaching the Fundamental British Values and Protective Characteristics are part of this process and are often referred to alongside our values.</p> <p>No Outsiders Lessons and curriculum:</p> <p>Our curriculum is where our values are actioned. Every aspect of our Personal Development curriculum is purposeful and is underpinned by our values.</p> <p>Each No Outsiders book is broken down over a half term and during that half term children will explore new vocabulary, acquire new learning, have opportunities to show their understanding and make links to the bigger picture as per The Cherry Tree Way of teaching and learning. Purposeful Partner Talk (PPT), drama and small group work are often used to within No Outsiders lessons and children are encouraged to express their thoughts, feelings and ideas in different ways.</p>

	<p>We use the full breath of the curriculum to deliver personal development opportunities, along with a range of extra-curricular opportunities and wider opportunities such as visits and visitors.</p>
Adaptation for SEND learners	<p>As part of our No Outsiders lessons, we use a range of strategies to support or SEND children. These include:</p> <p><u>Scaffolding</u></p> <ul style="list-style-type: none"> • Support for SEND children with learning vocabulary; this may include over-learning, flash cards and word mats. • All scaffolding follows a 'I do, we do, you do' or 'my turn, your turn' approach. • Use of supported recording frames to give added structure and prompting. • Additional opportunities to scaffold and rehearse orally. <p><u>Explicit Instruction</u></p> <ul style="list-style-type: none"> • Clear modelling from adults in class. • Visual aids (including communicate in print) and concrete examples (where necessary) will be used to support learning. <p><u>Cognitive and Metacognitive Strategies</u></p> <ul style="list-style-type: none"> • Tasks are 'chunked' into smaller steps. • Vocabulary prompts (including visual prompts). • Opportunities to express ideas in different ways and to discuss and evaluate their learning. <p><u>Flexible Grouping</u></p> <ul style="list-style-type: none"> • Children will be grouped flexibly depending on the task. Temporary groups may be established to support learning a particular concept. • Buddy systems may be put in place to support with certain tasks. • Teaching assistants will be used strategically to support learners with personal development at different points within the day. • Small group intervention work focussing on the specific area a child may be struggling with. • 1:1 ELSA sessions. <p><u>Use of technology</u></p> <ul style="list-style-type: none"> • Tasks set may include useful apps / websites to move learning forward. • Technology for children with VI will be used to improve vision. • Text may be enlarged or copied onto different coloured backgrounds when needed. <p><u>Enabling environments</u></p> <ul style="list-style-type: none"> • Flexible seating including provision of workstations for children that require a more personal space to work in. • Regulation Stations in classrooms. • Sensory breaks. • Access to sensory equipment to support concentration. • Access to break out space and sensory room if needed.
Strengths	<p>No Outsiders Curriculum supports our inclusive ethos and adds to our PSHE offer.</p> <p>Clear assembly plans support our PSHE offer.</p> <p>Flexible approach that is tailored to the needs of individual children and changes in the community.</p> <p>Culture and ethos of the school.</p>



MEDIUM TERM PLAN

Cycle A





Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Autumn 1		
KS1	Everyone Different, Everyone Welcome Elmer by David McKee	
	Year 1	Year 2
	L1: Can you identify ways in which people are different? What are protected characteristics? L2: Can you think about how being different may make you feel? L3: Is it ok to look different? How can we make someone feel proud of the way they look? L4: Can you say how a character is feeling and notice how feelings can change? L5: How would you make sure someone felt like they fitted in?	L1: Can you identify ways in which people are different? What are protected characteristics? L2: Can you think about how being different may make you feel? L3: Is it ok to look different? How can we make someone feel proud of the way they look? L4: Can you say how a character is feeling and notice how feelings can change? L5: How would you make sure someone felt like they fitted in?
Key Concepts to assess	L1: Children can identify ways in which people look different (such as clothing, hairstyles, eye colour, skin colour) L2: Children can identify parts in the story where Elmer felt different and say how he might have been feeling? L3: Children can recognise how looking different may make someone feel. They can accept that it is ok to look different and can think of a way to make someone feel welcome. L4: Children can identify the feelings of Elmer at key parts of the story. They can say how his feelings changed. L5: Children understand why people like to feel like they fit in and how they might feel if they didn't fit in. They can think of a way of making someone feel happier.	L1: Children can identify ways in which people are different (including less obvious ways including disability and likes and dislikes) L2: Children can identify parts in the story where Elmer felt different. They can say how he may have been feeling and why. They can make links between the story and real life. L3: Children can recognise how looking different may make someone feel. They know it is ok to look different and can think of ways to make someone feel welcome. L4: Children can identify the feelings of Elmer at key parts of the story and say why he is feeling that way. They can say how his feelings change and why they change. L5: Children understand why people like to fit in and how they might feel if they didn't fit in. They can think of ways of making sure someone feels like they fit in and why this is important.
Vocabulary	Same, different, change, welcome, feelings, sad, happy, scared, worried	Same, different, change, welcome, feelings, sad, happy, scared, worried, anxious, appearance, character, proud,
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Autumn 2		
KS1	Everyone Different, Everyone Welcome Going to the Volcano – Andy Stanton	
	Year 1	Year 2
	L1: Can you identify similarities and differences in people? L2: Why is it a good thing to welcome people? L3: Why is it important to let people join in? L4: Can you think of a message to encourage someone to join in? L5: Can you think of ways to make friends.	L1: Can you identify similarities and differences in people? L2: Why is it a good thing to welcome people? L3: Why is it important to let people join in? L4: Can you think of a message to encourage someone to join in? L5: Can you think of ways to make friends.
Key Concepts to assess	L1: Children can say what is similar and what is different between two people. L2: Children can identify which characters were welcomed in the story and say how the characters might have been feeling? L3: Children can say how characters might feel if they were left out and how they feel when they are allowed to join in. L4: With support children can think of something they might say to someone to encourage them to join in. L5: Children recognise that letting others join in is a good way of making new friends.	L1: Children can identify similarities and differences between people including things we might not be able to see. L2: Children can identify which characters were welcomed in the story and say how they might be feeling and why. L3: Children can say how characters might feel if they were left out and can link this to real life experiences. They can say how characters feel when they join in and link this to real life experiences. L4: Children can write a message encouraging someone to join in. L5: Children can make different suggestions about how to make friends and how to help others join in.
Vocabulary	Friend, friendship, welcome, joining in, similar, different	Friend, friendship, welcome, joining in, similar, difference, accept, encourag
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Spring 1		
KS1	Everyone Welcome, Everyone Different The Great Big Book of Families – Mary Hoffman	
	Year 1	Year 2
	L1: What is diversity? L2: Can you identify examples of diversity? L3: Can you identify examples of diversity linked to religion, homes, jobs, families and celebrations? L4: Is the UK a diverse place to live? L5: Why is diversity a good thing?	L1: What is diversity? L2: Can you identify examples of diversity? L3: Can you identify examples of diversity linked to religion, homes, jobs, families and celebrations? L4: Is the UK a diverse place to live? L5: Why is diversity a good thing?
Key Concepts to assess	L1: Children know what diversity means. L2: Children can find examples of diversity within the story. L3: With support children can think of ways families, home and jobs can show diversity. L4: Children can identify some ways the UK is diverse. L5: Children can say what it would be like if everyone and everything was the same. They recognise that being diverse is a good thing.	L1: Children know what diversity means. They can recognise diversity within the school community. L2: Children can find examples of diversity and compare the different characters explain why they show diversity. L3: Children can think of ways families, homes, jobs, celebrations and religious show diversity. L4: Children can identify a range of ways the UK is diverse. L5: Children can say what it would be like if everyone and everything was the same and can say ways being diverse makes the world a better place to live.
Vocabulary	Same, different, similar, diverse	Same, different, similar, diverse, diversity, community
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like. Rule of law - equality	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Spring 2		
KS1	Everyone Welcome, Everyone Different Amazing – Steve Anthony	
	Year 1	Year 2
	L1: What is a friend? L2: Do you have to be the same as someone to be their friend? L3: Can people who are different still be friends? L4: What things do we do in our class together? L5: What makes you an amazing member of our class team?	L1: What is a friend? L2: Do you have to be the same as someone to be their friend? L3: Can people who are different still be friends? L4: What things do we do in our class together? L5: What makes you an amazing member of our class team?
Key Concepts to assess	L1: Children can think of a definition to describe what a friend is. L2: Children can identify similarities and differences between the friends in the story. L3: Children can think of reasons why the character in the story should be allowed to be part of the class. L4: Children can think of activities we share in class together that show we are part of a team. L5: Children can say something good about themselves.	L1: Children can think of a definition to describe what a friend is. They can say ways to make and keep a friend. L2: Children can identify similarities and differences between the friends in the story and make links between the story and real life. L3: Children can think of reasons why the character in the story should be allowed to be part of the class. They can recognise that being different doesn't mean you can't be friends. L4: Children know that they are part of a class team. Children can say things we do that make us belong. L5: Children can say something good about themselves. They can talk about things they have done that they are proud of.
Vocabulary	Belong, class, team, friend, friendship	Belong, class, team, friend, friendship, community, acceptance, proud
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Summer 1		
KS1	Everyone different, Everyone welcome Errol's Garden – Gillian Hibbs	
	Year 1	Year 2
	L1: What is a garden? L2: When might you need help? L3: How and when might you ask for help? L4: How can we help other people and who can help us? L5: Why is the story about No Outsiders?	L1: What is a garden? L2: When might you need help? L3: How and when might you ask for help? L4: How can we help other people and who can help us? L5: Why is the story about No Outsiders?
Key Concepts to assess	L1: Children can say what a garden is and name different kinds of gardens? L2: Children can recognise why the character asked for help in the story. They can think of a time when they needed help and describe what happened. L3: Children can ask for help in a polite way. L4: Children can think of different people who might help them. L5: Children can recognise the different people in the story and link this to the No Outsiders theme.	L1: Children can say what a garden is, name different types of gardens and say why gardens might be important. L2: Children can recognise when and why the character asked for help in the story. They can think of a time they needed help and describe what happened including any feelings. L3: Children can ask for help in a polite way. They can think of different situations where they might need to ask in different ways. L4: Children can name different people who can help them. Children can say how they might help someone else. L5: Children can link the story to No Outsiders themes.
Vocabulary	help, consideration, kindness, together, polite, manners	Help, consideration, kindness, together, polite, manners, community, belonging
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Summer 2		
KS1	Everyone different, Everyone welcome All Are Welcome – Alexandra Penfold	
	Year 1	Year 2
	L1: Can you recognise similarities and differences? L2: What is diversity? L3: Can you work as part of a team? L4: How can we show that everyone is welcome in our class? L5: How can we show that everyone is welcome in our school?	L1: Can you recognise similarities and differences? L2: What is diversity? L3: Can you work as part of a team? L4: How can we show that everyone is welcome in our class? L5: How can we show that everyone is welcome in our school?
Key Concepts to assess	L1: Children can compare characters and say how they are similar and how they are different? L2: Children can describe what diversity is and recognise it in the story. L3: Children can work as part of a team supported by an adult. L4: Children can make a suggestion on how to show we welcome people. L5: Children can explain why we don't leave people out. They can make suggestions about how to welcome someone to our school.	L1: Children can compare characters talking about similarities and differences including ones that may be unseen. L2: Children can explain what diversity is and what being diverse means. They can talk about examples from the story and in real life. L3: Children know how to contribute to a team to work effectively. L4: Children can make suggestions on how to welcome someone and show we are welcoming. L5: Children can explain why we don't leave people out. They can say ways we welcome people to our school. They can recognise diversity within our school.
Vocabulary	Welcome, diverse, diversity, similar, different, team work	Welcome, diverse, diversity, similar, different, team work, contribute, collaborate
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

LKS2	Autumn 1	
	This is Our House – Understanding discrimination	
	Year 3	Year 4
	L1: What does 'included' look like? L2: What does discrimination mean? L3: How can we show everyone is welcome? L4: What does 'No Outsiders' look like in our school? L5: How can we make sure no one feels like an outsider in school? L6: What have we learnt through this story?	
Key Concepts to assess	L1: Children can identify and provide reasons for what included and excluded looks like. L2: Children can identify the reasons George gives for not allowing people into his house and how George is showing discrimination. L3: Children can use role-play to act out the story. They know to approach with sensitivity and the things George says have no place in our school. L4: Children can create a poster demonstrating that everyone is welcome in our school. L5: Children can list ways they can make sure there are no outsiders in school. L6: Children can summarise the story, they know how someone can feel like an outsider and ways to stop it. They can make links to the British Values and can identify the protected characteristics.	L1: Children know that inclusion means the act of including someone despite any differences. L2: Children can define discrimination as the unjust treatment of different categories of people. They can talk about what the word 'outsider' means. L3: Children can use role-play to act out the story. They can say how much better they feel when there are no outsiders and use the correct terminology to explain why this is. L4: Children can create a poster that includes the correct terminology for inclusion and discrimination. It includes key reasons why there are no outsiders in our school. L5: Children can list ways and provide methods that they can use to ensure there are no outsiders in our school. L6: Children can use the story to provide reasons for why there should be no outsiders in school. They can explain what discrimination is and why there is no place for it in school and the wider community.
Vocabulary	Faith, religion, gender, discrimination	Ethnicity, empathy, discriminatory
Experiences		
SMSC		
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, compassionate, inclusive	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

LKS2	Autumn 2	
	We're All Wonders – Understanding bystanders	
	Year 3	Year 4
	L1: What does unique mean? L2: What is a bystander? L3: How can we choose not to be bystanders? L4: How can we show different responses to bullying? L5: What can we do if we see bullying behaviour? L6: How does this story link to our British Values?	
Key Concepts to assess	L1: Children know what unique means and how a person can be unique. L2: Children know that a bystander is someone who sees something they know is wrong but chooses not to do anything about it. L3: Children can identify how Auggie is different and why his feelings are hurt in the story. They can identify the part of the book where people are being bystanders. L4: Children understand what it means to be a bystander and can role-play different responses in response to bullying. They can use their voice to stick up for Auggie. L5: Children can create a poster for school that shows what to do if we see bullying behaviour. They can include key words e.g., bystander, discriminate. L6: Children can say how it feels to be told they are different. Children know everyone has differences, what unique means, what bystander means, and what to do if they see someone being unkind.	L1: Children know that uniqueness isn't a bad thing. They can identify how they are unique and compare themselves to others. L2: Children can define the word bystander. They can identify a range of situations where someone may become a bystander. L3: Children can identify the bystanders and can give explanations of what needs to happen for Auggie. L4: Children can use role-play to play the part of different characters in the story. They can defend Auggie in a way that promotes our school values and show empathy for Auggie when playing his role. L5: Children can create a poster that includes key words and shows what to do if we see bullying behaviour. They can identify clear links to our behaviour policy and our school values, including the British Values. L6: Children can identify reasons why Auggie may not use his pupil voice to defend himself. They know strategies to tackle bullying that link directly to our school values.
Vocabulary	Unique, bystander, bullying, pupil voice, discriminate	Empathy, tolerance, inclusion, respect, defend
Experiences		
SMSC		
British Values	Mutual Respect, Tolerance	
School Values	Honest, resilient, compassionate, inclusive, healthy	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

LKS2	Spring 1	
	Red: a crayon's story – To be proud of who I am	
	Year 3	Year 4
	L1: What different colours are there in the world? L2: Can all of our feelings and attributes be seen? L3: Is all advice helpful? L4: How can we give encouraging advice? L5: How can we feel accepted and proud? L6: How can we ensure everyone in our school feels accepted and proud?	
Key Concepts to assess	L1: Children can identify the different colours in the world and can include some less familiar colours that are different shades e.g., turquoise, scarlet L2: Children can identify what the red crayon found difficult, what made everyone think he was red and how he felt on the inside? They can discuss whether all our feelings can be seen. L3: Children can identify whether the advice they gave was helpful/unhelpful and how this would make Red feel. L4: Children can create new advice for Red, taking his feelings into account. They can discuss if Red should continue trying to be red and explain why. L5: Children can identify ways they can feel accepted and proud. They can speak positively about themselves and identify their own amazing attributes. L6: Children can identify ways they can help those around them feel accepted and proud.	L1: Children can list a variety of colours. They know that colours come in different shades and can be similar to each other. L2: Children know why the red crayon found some of the advice so difficult. They can discuss why his grandparents gave him a red scarf and not a blue one and how this could make red crayon feel. L3: Children can say why certain pieces of advice would make Red feel confident/unconfident and know how to change and adapt their words. L4: Children can create new advice for red. They can give reasons for why he should continue being red and why he shouldn't before choosing which they think would be the best for him and why. L5: Children can identify ways they can feel accepted and proud, making links to the protected characteristics. They can speak positively about themselves and identify their own amazing attributes. L6: Children can identify ways they can help those around them feel accepted and proud. They can provide advice for what to do if others don't feel this way, making links to our behaviour policy and school values.
Vocabulary	Attribute, advice, encourage, accepted, proud	Inclusion, variety, confident, unconfident, adapt, protected characteristics.
Experiences		
SMSC		
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

LKS2	Spring 2	
	Aalfred and Aalbert – to find common ground	
	Year 3	Year 4
	<p>L1: 'We are far more united and have far more in common with each other than things that divide us' What does this mean?</p> <p>L2: How might it feel to be alone all the time?</p> <p>L3: What does it mean to have things in common?</p> <p>L4: What is community cohesion?</p> <p>L5: How do friendships affect the way we feel about ourselves?</p> <p>L6: What is isolated? How can we ensure no one feels isolated in our school?</p>	
Key Concepts to assess	<p>L1: Children can discuss what this phrase means to them. They can show respect for others who may disagree with or think differently to them.</p> <p>L2: Children can discuss how Aalfred and Aalbert might feel being alone all the time. They can provide reasons for why Aalfred states he might quite like to be part of a pair.</p> <p>L3: Children know what it means to have things in common and can use their communication skills to find other children with things in common to them.</p> <p>L4: Children can make a list of ways they are different to others in the class and ways they can work and play together. They can create a poster to advise others.</p> <p>L5: Children can discuss how friendships affect the way they feel about themselves. They can think of a time when a friendship affected them positively/negatively and discuss it with the class.</p> <p>L6: Children can define the word 'isolated' as having little in common with others around them. They can think of ways to make sure no one feels isolated at school.</p>	<p>L1: Children can discuss what this phrase means to them and why. They can understand the reasoning of someone who thinks something different to them.</p> <p>L2: Children can compare how Aalfred and Aalbert feel at the end of the story compared to the start. They can state why they think they are happier at the start/end of the story, and how they know.</p> <p>L3: Children can find children in the classroom with things in common to them. They know why it is important to have things in common with other people but that you can still be friends when you like different things.</p> <p>L4: Children can create their own definition of community cohesion and what it means to them. They can showcase this by creating a poster that shares the key messages to others.</p> <p>L5: Children know how friendships affect the way they feel about themselves both positively and negatively. They can talk about when to walk away from a friendship and draw on other learning about uniqueness in their explanations.</p> <p>L6: Children know what isolated means. They can think of imaginative ways to ensure no one feels isolated at school and how they would combat it if it arose.</p>
Vocabulary	Common, respect, alone, advice, friendships, isolated	Compare, community cohesion, unique
Experiences		
SMSC		
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

LKS2	Summer 1	
	The Truth About Old People – Recognising stereotypes	
	Year 3	Year 4
	L1: What are the differences between an elderly person and a child? L2: What is a stereotype? L3: What is the best thing to do if you hear someone using a stereotype? L4: Are stereotypes ever true? L5: If we don't respond to stereotypes, what can happen? L6: Why is it important to respond to someone using a stereotype?	
Key Concepts to assess	L1: Children can state differences and similarities between an elderly person and a child. L2: Children know that a stereotype is a widely held idea of a type of person and can provide examples of stereotypes from the book. L3: Children can identify a range of stereotypes that apply to them and others they know. They can discuss how it feels to hear the stereotype and what they should say if they hear someone say each one. L4: Children can think of a stereotype, write it down and provide an illustrated response to it. L5: Children know that it is not right to stereotype others and that ignoring the use of stereotypes can affect a person's self-belief and well-being. L6: Children can make links to the protected characteristics and our school value inclusion.	L1: Children know and can explain differences and similarities between an elderly person and a child. L2: Children know what a stereotype is, they can identify the stereotypes in the book and explain why they think the author has chosen to use illustrations as a response rather than words. L3: Children can identify stereotypes. They can discuss how it feels to hear each stereotype and what they should say if they hear someone say each one. They can explain why stereotypes are wrong, and how they would approach the situation. L4: Children can think of a stereotype, write it down and provide an illustrated response to it that incorporates protected characteristics. L5: Children can state what could happen if we didn't respond to stereotypes. They can think of stereotypical things that happen in school and what they could do to target this. E.g., boys football. L6: Children can say how they would respond if they heard someone using a stereotype.
Vocabulary	Elderly, stereotype, illustrated, ignore, self-belief, protected characteristics	Response, gender, age, race,
Experiences		
SMSC		
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusiv	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

LKS2	Summer 2	
	When Sadness Comes to Call – to look after my mental health	
	Year 3	Year 4
	L1: What is mental health? L2: Why has the author chosen to represent sadness in this way? L3: Why is it important to share our feelings when we need to? L4: How can we encourage people to speak up? L5: Why do people pretend to be happy when inside they feel sad? L6: Why is good mental health important to us?	
Key Concepts to assess	L1: Children know that mental health is our brain feeling healthy. L2: Children can discuss reasons why sadness has been represented like this. They can remember the advice given on how to address sadness. L3: Children can recognise good responses to 'I feel sad' as can I help? Or do you want to talk? L4: Children can discuss ways to encourage children to speak up. They can state what would help them to talk when they feel sad and what the benefits could be of speaking up. L5: Children can give reasons for why people choose to pretend to be happy when they're not. They can talk about the characters in the story and how they dealt with their own sadness. L6: Children can talk about what it means to have good mental health. They can discuss ways to improve their own mental health.	L1: Children can describe mental health in a deeper way than just their brain being healthy. They can include references to emotions, well-being, and friendships. L2: Children can give their own reasons why they think sadness has been represented in this way, making references to their own experiences. L3: Children know why it is important to encourage others to have conversations rather than trying to provide solutions. L4: Children can say what the signs would be of someone who was sad and how they could try to encourage someone to talk to them if they suspected they were feeling down. They can give reasons for why talking about and recognising our feelings is ok. L5: Children know why people choose to pretend to be happy. They can talk about how the characters in the story dealt with their sadness and what they would do in the same/similar situation. L6: Children can explain why it is important to have good mental health. They can make links to No Outsiders and how this contributes to mental health.
Vocabulary	Mental health, sadness, advice, encourage, pretend	Emotions, well-being, friendships, conversations
Experiences		
SMSC		
British Values	Mutual respect, tolerance	
School Values	Honest, resilient, healthy, compassionate, inclusive	

UKS2	Autumn 1
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Cherry Tree Academy Medium Term - PSHE (No Outsiders)

	How to heal a broken Wing – Recognise when someone needs help	
	Year 5	Year 6
	L1: What does the word 'empathy' mean? L2: Why did the bird ask for help from the people around it? L3: If someone gets the wrong answer, what do we do? L4: Can we describe an image? L5: If you see someone who needs help, what could you do? L6: How can recognise and help those who need help?	
Key Concepts to assess	L1: Children create a definition for 'empathy' L2: Children can identify the bird had no voice, so the boy stood up for it L3: Children can discuss and explain what we do if someone gets things wrong L4: Using the information gathered over the previous sessions, children will describe the feeling of the page L5: Children will be able to articulate their feelings. L6: Children will answer the question - How can recognise and help those who need help	L1: Children create a definition for 'empathy' linking it to a personal experience L2: Children can identify the bird had no voice, so the boy stood up for it L3: Children can discuss and explain what we do if someone gets things wrong and give real life examples L4: Using the information gathered over the previous sessions, children will describe the feeling of the page with detail and appropriate emotions. L5: Children will be able to articulate their feelings and how to understand the feelings of others. L6: Children will answer the question - How can recognise and help those who need help
Vocabulary	Empathy, freedom, respect	Ethnicity, empathy, discriminatory
Experiences		
SMSC	This covers empathy - it also encourages social and emotional growth through discussions on handling mistakes and articulating feelings	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, compassionate, inclusive	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

	Kenny Lives with Erica – consider consequences	
	Year 5	Year 6
	L1: What is a 'consequence'? L2: What actions deserve a consequence? L3: Why did Kenny choose to do what he did? L4: How does the language we use affect those around us? L5: Why did Kenny write 'everyone is welcome' on his wall? L6: What is the message of the story?	
Key Concepts to assess	L1: Children can identify what a consequence is and link it to actions. L2: Children to understand the level of consequence matched to the action L3: Children will explain why Jenny and Hasan have gone L4: Children will talk about how they would feel if that language was used towards them. L5: Children will demonstrate their understanding and can explain to their partner L6: Children will use all their knowledge from the half term to answer, 'What is the message of the story?'	L1: Children can identify what a consequence is and link it to real life actions. L2: Children to understand the level of consequence matched to the action and can explain why it is appropriate L3: Children will explain why Jenny and Hasan have gone, linking it to the actions of others L4: Children will talk about how they would feel if that language was used towards them with reasons why they would feel that way L5: Children will demonstrate their understanding and can explain to their partner L6: Children will use all their knowledge from the half term to answer, 'What is the message of the story?'
Vocabulary	Consequence, language, appropriate,	Consequence, language, appropriate,
Experiences		
SMSC	Exploring consequences and empathy in actions. Encouraging critical thinking and communication skills through discussing emotions and understanding the story's message collaboratively.	
British Values	Mutual Respect, Tolerance	
School Values	Honest, resilient, compassionate, inclusive, healthy	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

	King of the Sky – consider responses to immigration	
	Year 5	Year 6
	L1: What does immigration mean? L2: Why might people immigrate? L3: How are Mr Evans and the Boy different? L4: How does the boys feelings change throughout the story? L5: What are the boy and Mr Evan’s characters like? L6: What were the major events that happened to the boy in the story?	
Key Concepts to assess	L1: Children to discuss and create a class definition L2: Children to identify reasons why people might want to emigrate L3: Children will be able to list similarities and differences L4: Children will identify and comment on the boys feeling at different stages of the story L5: Using the story children will be able to describe the two characters L6: Children to create a diary entry from the boys’ perspective	.L1: Children to discuss and create a class definition of the word immigration L2: Children to identify reasons why people might want to emigrate and link these to current affairs in the UK L3: Children will be able to list similarities and differences in the characters feelings and actions L4: Children will identify and comment on the boys feeling at different stages of the story and are able to explain why he is feeling that way L5: Using the story children will be able to describe the two characters in detail L6: Children to create a diary entry from the boys’ perspective and from Mr Evan’s perspective
Vocabulary	Immigration, emigrate, considerate, faith	Immigration, emigrate, considerate, faith
Experiences		
SMSC	Develop empathy and critical thinking skills while exploring themes of migration and emotions. Promote understanding of different perspectives.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

UKS2	Spring 2	
	Leaf – Overcome fears and differences	
	Year 5	Year 6
	L1: How can we work alongside people who are different from ourselves? L2: What does it mean to be different? L3: How do the animals react to the polar bear? L4: How can we change a negative situation? L5: Can we give reasons for and against talking to the polar bear? L6: What have we learnt through reading 'Leaf'?	
Key Concepts to assess	L1: Children to identify how we might be different from others L2: Children to discuss differences and know this is a positive L3: Children to list ways animals react to the polar bear in the story L4: Children come up with solutions to how the animals are treating the polar bear L5: Children to list reasons for and against talking to the polar bear L6: Children identify key messages in the story to overcome fears and differences	L1: Children to identify how we might be different from others and know this is a positive L2: Children to discuss differences and know this is a positive and link these to real life experiences L3: Children to list ways animals react to the polar bear in the story and why they have acted in that way L4: Children come up with solutions to how the animals are treating the polar bear and explain why their behaviour is not acceptable L5: Children to list reasons for and against talking to the polar bear and use this as a debate L6: Children identify key messages in the story to overcome fears and differences
Vocabulary	Differences, fear, prejudice, solution	Differences, fear, prejudice, solution
Experiences		
SMSC	Explore respect and empathy through discussing consequences and actions.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

UKS2	Summer 1	
	Rose Blanche – justify my actions	
	Year 5	Year 6
	L1: What do we mean by justifying our actions? L2: How do some people justify their actions? L3: What happened to Rose in the story? L4: Are Rose's actions justified? L5: Are rose's actions brave? L6: How did Rose's actions put her in danger, and did she do the right thing?	
Key Concepts to assess	L1: Children will discuss what actions are and can justify why they may happen L2: Children can say whether the Nazi's actions were justified L3: Children will answer a range of questions to develop their understanding of rose's experiences L4: Children to role play the scenario and decide if Rose's actions are justified L5: Children will write a short letter from Rose to a friend detailing what she has discovered L6: Children to use all the knowledge built up to discuss the question 'How did Rose's actions put her in danger, and did she do the right thing?'	L1: Children will discuss what actions are and can justify why they may happen L2: Children form an opinion on whether the Nazi's actions are justified with reasons why L3: Children will answer a range of questions to develop their understanding of rose's experiences and reasons for them L4: Children to role play the scenario and decide if rose's actions are justified with reasons to support their judgement L5: Children will write a short letter from Rose to a friend detailing what she has discovered and how it made her feel L6: Children use all the knowledge built up to discuss the question 'How did Rose's actions put her in danger, and did she do the right thing?'
Vocabulary	Concentration camp, Nazi, justify, prisoner of war	Concentration camp, Nazi, justify, prisoner of war
Experiences		
SMSC	Engage in critical thinking and moral reflection by evaluating Rose's actions and their consequences.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

UKS2	Summer 2	
	Introducing Teddy – show acceptance	
	Year 5	Year 6
	L1: What does the word 'transgender' mean? L2: What is Thomas' worry in the story? L3: How did Errol and Ave react to Thomas? L4: How can we change the way Tillie feels? L5: What can we learn from Errol? L6: How can we show everyone is accepted?	
Key Concepts to assess	L1: Children will understand what 'transgender' means L2: Children to identify parts of the story where Thomas is worried and discuss why he thinks the way he does. L3: Children to discuss how their reactions impacted other characters L4: Children to write a short letter to Tillie to make sure she does not feel like an outsider L5: Children to create a sentence to show what they have learnt from Errol L6: Children use their knowledge and understanding from the unit to create a poster to show acceptance	L1: Children will understand what 'transgender' means and can tell their partner L2: Children to identify parts of the story where Thomas is worried and discuss why he thinks the way he does and make comments on whether they are right or wrong. L3: Children to discuss how their reactions impacted other characters and know if they should have reacted in a different way L4: Children to write a short letter to Tillie to make sure she does not feel like an outsider by using empathy L5: Children to create a short paragraph to show what they have learnt from Errol L6: Children use their knowledge and understanding from the unit to create a poster to show acceptance of others
Vocabulary	Transgender, difference, assigned, gender	Transgender, difference, assigned, gender
Experiences		
SMSC	Develop empathy and analyse character perspectives in the story, fostering discussions about acceptance and inclusivity.	
British Values	Mutual respect, tolerance	
School Values	Honest, resilient, healthy, compassionate, inclusive	



MEDIUM TERM PLAN

Cycle B





Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Autumn 1		
KS1	Everyone Different, Everyone Welcome Want to play trucks? – Ann Stott	
	Year 1	Year 2
	L1: Who can you play with? L2: How can you solve a problem? L3: How can we make sure no one is left out? L4: What is cooperation and why is problem solving important? L5: How does this story link to the No Outsiders themes?	L1: Who can you play with? L2: How can you solve a problem? L3: How can we make sure no one is left out? L4: What is cooperation and why is problem solving important? L5: How does this story link to the No Outsiders themes?
Key Concepts to assess	L1: Children can recognise and accept that they can play with anyone. L2: Children can think of ways to solve a problem with a friend. L3: Children can work with a partner to solve a problem. L4: Children know that cooperation and can explain how they have cooperated with their partner. L5: Children can talk about the story and link it to the No Outsiders themes.	L1: Children know that everyone is different and likes different things but that this doesn't mean we can't play together. L2: Children can think of different ways to solve problems with friends. L3: Children can work with a partner to solve a problem. They can explain their thinking. L4: Children know what cooperation is and can explain how they have cooperated with their partner. They can explain how and why they solved a problem. L5: Children can talk about the story and link to the No Outsiders themes. They can link the story to our school values.
Vocabulary	Share, take turns, cooperate, problem	Share take turns, cooperate, problem solve, difference, inclusive, resilient
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive, considerate, resilient	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Autumn 2		
KS1	Everyone Different, Everyone Welcome Hair, it's a family affair – Mylo Freeman	
	Year 1	Year 2
	L1: Can you recognise similarities and differences? L2: What does it mean to be proud? L3: How are you similar to and different from the people in your family? L4: How are you similar to and different from the people in your family? Does it matter? L5: Should you feel proud to be different?	L1: Can you recognise similarities and differences? L2: What does it mean to be proud? L3: How are you similar to and different from the people in your family? L4: How are you similar to and different from the people in your family? Does it matter? L5: Should you feel proud to be different?
Key Concepts to assess	L1: Children can say how their hair is similar to or different from other peoples. L2: Children can explain what proud means. They can think of something they are proud of. L3: Children can recognise some of the ways they are similar to and different from members of their own family. L4: Children can identify similarities and differences between themselves and family members. L5: Children can say how they are different to other people. They can say why this is a good thing.	L1: Children can compare their hair to other hair and say what is similar and what is different. They can recognise and explain how everyone is different. L2: Children can explain what proud means. They can think of something about themselves they are proud of and something they have done that they are proud of. L3: Children can recognise some of the ways they are similar to and different from members of their own family, including ways which cant be seen. L4: Children can identify similarities and differences between themselves and family members and can say why being different is a good thing. L5: Children can say how they are different to other people and can say why they are proud of this.
Vocabulary	Same, different, proud,	Same, different, similar, proud, characteristic
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Spring 1		
KS1	Everyone Welcome, Everyone Different Can I join your club? - John Kelly	
	Year 1	Year 2
	L1: What is a club? L2: How might you feel if you couldn't join in? L3: Why is it important to let people join in? L4: Is it ok to be different? Should different people be allowed to join in? L5: What can we do in our school to make sure no one feels like an outsider?	L1: What is a club? L2: How might you feel if you couldn't join in? L3: Why is it important to let people join in? L4: Is it ok to be different? Should different people be allowed to join in? L5: What can we do in our school to make sure no one feels like an outsider?
Key Concepts to assess	L1: Children know that a club is and can name different clubs. L2: Children can identify the characters feelings at different parts of the story. L3: Children can identify how it feels to be part of a group. L4: Children can recognise difference within the class. They understand that being different doesn't mean you can't join in. L5: Children can recognise how the character in the story is made to feel like an outsider. They can think of ways of making sure this doesn't happen in our school.	L1: Children know what a club is, can name different clubs, can say why people might like to be in a club and can talk about clubs they belong to. L2: Children can identify the characters feelings at different parts of the story and recognise why he is feeling that way. L3: Children can identify how it feels to be part of a group or to be left out. L4: Children can recognise lots of differences within the class. They can explain the importance of including everyone and letting everyone join in and talk about the associated feelings. L5: Children can recognise how the character in the story is made to feel like an outsider. They can talk about why he chooses not to change. They can think of ways to ensure our school is inclusive.
Vocabulary	Club, group, join, inclusive	Club, group, join, inclusive, community, belong, welcome
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like. Rule of law – equality	
School Values	Inclusive and Considerate	



Spring 2		
KS1	Everyone Welcome, Everyone Different How to be a lion – Ed Vere	
	Year 1	Year 2
	L1: How should lions behave? L2: Is it ok to be different? L3: Is it ok to be different? How can we make sure everyone belongs? L4: What is confidence? L5: How can you help someone who is lacking in confidence?	L1: How should lions behave? L2: Is it ok to be different? L3: Is it ok to be different? How can we make sure everyone belongs? L4: What is confidence? L5: How can you help someone who is lacking in confidence?
Key Concepts to assess	L1: Children recognise that certain things are expected to behave in certain ways and start to think about if this is true. L2: Children begin to challenge stereotypes and recognise that it is ok to be different. L3: Children can recognise differences between themselves and others in the class. L4: Children know what confidence is and why it is important? L5: Children can think of ways to help someone feel more confident.	L1: Children recognise that certain things are expected to behave in certain ways. They know was a stereotype is and start to challenge them. L2: Children challenge stereotypes in the story and in real-life. They know it is ok to be different and can explain why. L3: Children can recognise differences between themselves and others in the class. They can talk about these differences and why it is good to be different. They can think of ways to show they accept differences in others. L4: Children know what confidence is, why it is important and how they can help to build it in others. L5: Children can think of situations where others may lack confidence and what this might look like. They can think of ways they might help.
Vocabulary	Similarities, differences, belonging, confidence	Similarities, differences, belonging, community, confidence, self-esteem
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Summer 1		
KS1	Everyone different, Everyone welcome What the jackdaw saw – Julia Donaldson	
	Year 1	Year 2
	L1: What is sign language and who uses it? L2: How us sign language used to communicate? L3: Why is good communication important? L4: Can you learn some sign language? L5: Why might it be important to learn some sign language?	L1: What is sign language and who uses it? L2: How us sign language used to communicate? L3: Why is good communication important? L4: Can you learn some sign language? L5: Why might it be important to learn some sign language?
Key Concepts to assess	L1: Children know that deaf people use sign language to communicate. L2: Children can recognise why the characters in the story use sign language. L3: Children know there are different ways to communicate. They know why it is important to communicate to others. L4: Children can recongise and sign 2 or more words. L5: Children can recognise why signing is important and can link this to the No Outsiders theme.	L1: Children can explain what sign language is and that deaf people may use it as a form of communication. L2: Children can recognise and explain why the characters in the story use sign language. L3: Children know there are different ways to communicate, why good communication is important and what can happen when communication breaks down. L4: Children can recognise and sign 4 or more words. L5: Children can recognise why signing is important to deaf people and can link this to the No Outsiders themes.
Vocabulary	Deaf, sign language, communication	Deaf, sign language, communication, welcoming, accepting, belonging
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like. Rule of Law – equality act	
School Values	Inclusive and Considerate	



Summer 2		
KS1	Everyone different, Everyone welcome My world, your world – Melanie Walsh	
	Year 1	Year 2
	L1: How are we similar? L2: What do you like to do? L3: How are we similar to and different from the characters in the book? L4: What is diversity? L5: How is our world a diverse place to live?	L1: How are we similar? L2: What do you like to do? L3: How are we similar to and different from the characters in the book? L4: What is diversity? L5: How is our world a diverse place to live?
Key Concepts to assess	L1: Children can recognise ways they are similar to other children. L2: Children can talk about things they enjoy and things they are good at? L3: Children can compare themselves with characters from the book and say how they are similar. L4: Children understand what diversity is and can recognise diversity in the story. L5: Children understand that there is diversity in the world.	L1: Children can recognise ways they are similar to other children. They can think of unseen ways they might be similar. L2: Children can talk about things they enjoy, things they are good at and things they want to get better at. L3: Children can compare themselves with characters from the book and say how they are similar and different. L4: Children understand what diversity is and how our world is a diverse place. They can recognise diversity in the story and in out school. L5: Children understand that there is diversity in the world and can talk about why this is a good thing.
Vocabulary	Similar, different, compare, likes, dislikes, diversity	Similar, different, compare, likes, dislikes, diversity, global community
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	

Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Autumn 1		
KLS2	Everyone Different, Everyone Welcome Along Came a Different by Tom McLaughlin	
	Year 3	Year 4
	L1: What does different mean? L2: How might it feel to feel different? L3: What does it mean to be inclusive? L4: How can we make sure everyone feels accepted? L5: How does this story link to the No Outsiders themes?	L1: What does different mean? L2: How might it feel to feel different? L3: What does it mean to be inclusive? L4: How can we make sure everyone feels accepted? L5: How does this story link to the No Outsiders themes?
Key Concepts to assess	L1: Children understand what being different and difference means. They can make link to their own lives. L2: Children can recognise how feeling different might make someone feel and can show understanding. L3: Children can make suggestions on how to include difference within the classroom and school. L4: Children know the importance of listening to others and of having rules. They can begin to link this to the British Values and Protected Characteristics. L5: Children can make links between the story and the No Outsiders themes.	L1: Children understand that being different and difference means. They can make links to different situations within their own and other people's lives. L2: Children can recognise how feeling different might make someone feel. They can show empathy and understanding and can make links to situations that have happened in the wider world. L3: Children understand ways to be inclusive and can make suggestions on how we can make society more inclusive. L4: Children can make suggestions on how to show acceptance and they understand the importance of listening and having rules. They can link this to the British Values and the Protected Characteristics. L5: Children can make links between the story and the No Outsiders themes. They can compare this story to others they have read.
Vocabulary	Different, difference, inclusion, inclusive, problem solve, cooperate	Segregate
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive, considerate, resilient	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Autumn 2		
LKS2	Everyone Different, Everyone Welcome Dogs Don't Do Ballet by Anna Kemp	
	Year 3	Year 4
	L1: What is pupil voice? L2: What things are important to you and why? L3: Why is important to be assertive and how can we do this in a calm and respectful way? L4: How can you express your opinions respectfully? L5: Is it always easy to be assertive?	L1: What is pupil voice? L2: What things are important to you and why? L3: Why is important to be assertive and how can we do this in a calm and respectful way? L4: How can you express your opinions respectfully? L5: Is it always easy to be assertive?
Key Concepts to assess	L1: Children know what pupil voice is and can give examples of pupil voice in school. L2: Children can say what things are important to them and give reasons why? L3: Children know how to stand up for something they believe in in a calm and respectful way. L4: Children can express their opinions giving reasons to back up their voice. L5: Children can say why being assertive can sometimes be difficult. They can make suggestions about how to ensure children within our school feel comfortable to speak out.	L1: Children know what pupil voice is, can give examples of pupil voice in school and know why it is important. L2: Children can say what things are important to them and why and can recognise that it is important to accept that other people might have different views. L3: Children understand how to be assertive in a calm and respectful way. They can make links to the wider world and give examples of when people have spoke out about things they believe are important. L4: Children can express their opinions giving reasons to back up their choices. They recognise that their opinions might be different to someone elses and link this to tolerance. L5: Children can say why being assertive might be difficult. They can make suggestions about ways to ensure pupil voice in our school is welcomed and that children feel comfortable to speak out.
Vocabulary	Pupil voice, acceptance, assertive, agree, disagree, opinion, tolerance	Pupil voice, acceptance, assertive, agree, disagree, opinion, tolerance
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
	Tolerance and Respect – for all people regardless of what they like to do.	
School Values	Inclusive, Considerate, Honest	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Spring 1		
LKS2	Everyone Welcome, Everyone Different Beegu by Alexis Deacon	
	Year 3	Year 4
	L1: What might make someone feel like an outsider? L2: What does it mean to make someone feel welcome? L3: What does it look like to be welcoming? L4: How can you stop someone feeling like an outsider? L5: How can we make our school a more welcoming place?	L1: What might make someone feel like an outsider? L2: What does it mean to make someone feel welcome? L3: What does it look like to be welcoming? L4: How can you stop someone feeling like an outsider? L5: How can we make our school a more welcoming place?
Key Concepts to assess	L1: Children can explain what an outsider is and can name behaviours that might make someone feel like an outsider. L2: Children can recognise behaviours and situations that might make someone feel unwelcome. L3: Children can give examples of how they might show they are welcoming. L4: Children can think of a behaviour that might make someone feel like an outsider and they can think of a way to make that person feel welcome. L5: Children can identify ways we can make our school more welcoming.	L1: Children can explain what an outsider is and can name behaviours and situations that might make someone feel like and outsider. L2: Children can recognise behaviours and situations that might make someone feel unwelcome. They can explain why some people might behave this way. L3: Children can give examples of how they might be welcoming. They can describe ways our school is welcoming. L4: Children can think of a behavior or situation that might make someone feel like an outsider and they can think of ways to make that person feel welcome. L5: Children can identify ways we can make our school and our local society more welcoming.
Vocabulary	Outsider, welcome, behavior, choice, unwelcome,	Outsider, welcome, behavior, choice, unwelcome,
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like. Rule of law – equality	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Spring 2		
LKS2	Everyone Welcome, Everyone Different The Hueys in the New Jumper by Oliver Jeffers	
	Year 3	Year 4
	L1: What would it be like to want something to be different? L2: Do feelings always stay the same? L3: Why is important to show empathy to others? L4: How can others affect the way we are feeling? L5: How does the story link to our no outsiders theme?	L1: What would it be like to want something to be different? L2: Do feelings always stay the same? L3: Why is important to show empathy to others? L4: How can others affect the way we are feeling? L5: How does the story link to our no outsiders theme?
Key Concepts to assess	L1: Children can recognise the same and different. They can say how it might feel to want something to change. L2: Children can recognise how the feelings change in the story and name the different feelings. L3: Children can explain what empathy is and recognise how it can make someone feel. L4: Children can recognise situations where others have an impact on the way we feel. L5: Children can explain the message the story is teaching us and link this to no outsiders.	L1: Children can recognise the same and different. They can how it might feel to want something to change and how it might be difficult to voice that thought. L2: Children can recognise and name the different feelings throughout the story and can explain why the characters feelings change at different points. L3: Children can explain what empathy is. They understand how being empathetic towards others can have a positive impact. L4: Children can recognise describe situations where others have an impact on the way we feel. They can make links to their own personal experiences. L5: Children can explain the message the story is teaching us and link this to no outsiders. They can make links between this story and others that we have read.
Vocabulary	Same, different, change, voice, challenge, 'speak out', pupil voice, empathy	Same, different, change, voice, challenge, 'speak out', pupil voice, empathy
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive, Considerate and Resilient	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Summer 1		
LKS2	Everyone different, Everyone welcome Planet Omar by Zanib Mian	
	Year 3	Year 4
	L1: Are all families the same? L2: What different types of families live in Britain today? L3: What is prejudice? L4: How can you challenge prejudice? L5: Why are some people scared of difference?	L1: Are all families the same? L2: What different types of families live in Britain today? L3: What is prejudice? L4: How can you challenge prejudice? L5: Why are some people scared of difference?
Key Concepts to assess	L1: Children can describe ways in which families might be different. L2: Children can recognise that families within Britain have different faiths, sizes, and gender types. L3: Children know what prejudice is and can name different types of prejudice. L4: Children can think of ways to challenge prejudice. They know that it is important to challenge prejudice. L5: Children can recognise why some people might be afraid of difference.	L1: Children can describe and explain ways in which families might be different. L2: Children can describe the diverse make up of families in Britain. L3: Children know and can explain what prejudice is and name different types of prejudice. L4: Children can identify examples of prejudice in real life and says ways that it could be challenged. They know why it is important to challenge prejudice. L5: Children can recognise why some people might be afraid of difference and they can think about how this could be challenged.
Vocabulary	Prejudice, difference, challenge, culture, faith, religion, gender, nationality	Prejudice, difference, challenge, culture, faith, religion, gender, nationality
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance, Respect and Individual Liberty.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Summer 2		
LKS2	Everyone different, Everyone welcome Julian is a Mermaid by Jessica Love	
	Year 3	Year 4
	L1: Do the clothes you wear change the person? L2: What does acceptance mean? L3: How can we show acceptance? L4: How can be celebrate who we are? L5: How does the story link to our no outsiders themes?	L1: Do the clothes you wear change the person? L2: What does acceptance mean? L3: How can we show acceptance? L4: How can be celebrate who we are? L5: How does the story link to our no outsiders themes?
Key Concepts to assess	L1: Children understand that people wear different types of clothes for different purposes and reasons. Children understand that the way you dress doesn't change the person you are. L2: Children know what acceptance is and why it is important? L3: Children can think of ways to show acceptance to someone who is different to them. L4: Children show an awareness of the different parts of their identity and show acceptance towards others. L5: Children can describe how the character might have felt like an outsider and recognise who in the story showed acceptance. They can make links between the story and real life.	L1: Children understand that people wear different types of clothes for different purposes and reasons and can name some of them. Children understand that the way you dress doesn't change the person who are and that you can't always tell what a person is like from the clothes they wear. L2: Children know what acceptance is and why it is important. They can make links between acceptance and the protected characteristics and British Values. L3: Children can think of wats to show acceptance and describe why this is important. L4: Children are aware of the different parts to their own identities and how what we show to others might sometimes be different to the way we feel inside. L5: Children can describe how and why the character might have felt like an outsider and recognise who in the story showed acceptance and the effect this had. Children can make links between the story, real life and other stories we have read.
Vocabulary	Difference, acceptance, tolerance personality, religion, tradition, culture, expression, choice	Difference, acceptance, tolerance personality, religion, tradition, culture, expression, choice
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Autumn 1		
UKS2	Everyone Different, Everyone Welcome A Day in the Life of Marlon Bundo by Marlon Bundo	
	Year 5	Year 6
	L1: Who is Mike Pence? L2: What is democracy? L3: Why is democracy important? L4: What would it be like to live in a country where democracy did not exist? L5: How does the book link to our no outsiders' themes?	L1: Who is Mike Pence? L2: What is democracy? L3: Why is democracy important? L4: What would it be like to live in a country where democracy did not exist? L5: How does the book link to our no outsiders' themes?
Key Concepts to assess	L1: Children know who Mike Pence is. They know about his views in the past regarding LGBT and marriage. L2: Children understand how democracy works. They can express their own reasoned argument about a given topic. L3: Children can explain why democracy is important. L4: Children can think about what it is like to live in a country without democracy and can express opinions about this. L5: Children can recognise the no outsiders' themes that run through the story.	L1: Children know who Mike Pence is. They know about his views in the past regarding LGBT and marriage and can express how different groups of people may feel about this. L2: Children understand and can explain about democracy. They can express their own reasoning argument about a given topic. L3: Children can explain why democracy is important. They can relate this to the topic in the story. L4: Children can think about what it would be like to live in a country without democracy and can express opinions about this, giving reasons to back up their answers. L5: Children can recognise the no outsiders' themes that run through the story and make links between other no outsiders books they have read.
Vocabulary	Law, rules, democracy, LGBT	Law, rules, democracy, LGBT
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance, Respect, Democracy, The Rule of Law	
School Values	Inclusive, considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Autumn 2		
Everyone Different, Everyone Welcome The Only Way is Badger by Stella Jones		
UKS2	Year 5	Year 6
	L1: What is freedom of speech? L2: Is freedom of speech a good thing? L3: How can freedom of speech and pupil voice be used in a positive way? L4: What is diversity and difference and how can we teach people to be more accepting? L5: Should freedom of speech ever be denied?	L1: What is freedom of speech? L2: Is freedom of speech a good thing? L3: How can freedom of speech and pupil voice be used in a positive way? L4: What is diversity and difference and how can we teach people to be more accepting? L5: Should freedom of speech ever be denied?
Key Concepts to assess	L1: Children understand what freedom of speech is. L2: Children can express opinions about freedom of speech and say what they think about it. L3: Children can think of examples to use pupil voice in a positive way. L4: Children know what diversity and difference is and can give different examples. They can make suggestions on how to help people to be more accepting of difference. L5: Children can make links between the topics in the story and topics within the real world. They can begin to debate about if there are occasions when freedom of speech should be denied.	L1: Children understand what freedom of speech and can give examples. L2: Children can recognise that freedom of speech can result in both positive and negative outcomes. L3: Children can think of examples to use pupil voice in a positive way. They can talk about the effect pupil voice can have on the way people are feeling. L4: Children know what diversity and difference is and can give a range of different examples. They can make suggestions on how to teach people to be more accepting of difference and they show an understanding of why this is important in the country we live in. L5: Children can make links between the topics in the story and topics in the real world. They can debate about if there are occasions when freedom of speech should be denied. They can attempt to see other opinions.
Vocabulary	Pupil voice, persuade, freedom of speech, diversity, difference, debate, deny	Pupil voice, persuade, freedom of speech, diversity, difference, debate, deny
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
	Tolerance, Respect, Individual Liberty, The Rule of Law	
School Values	Inclusive, Considerate, Honest	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Spring 1		
UKS2	Everyone Welcome, Everyone Different Mixed by Arree Chung	
	Year 5	Year 6
	L1: What is racism? L2: How does the story talking about racism? L3: How could we work together to put across a different opinion? L4: How could we work together to put across a different opinion? L5: How can we stand up against racism?	L1: What is racism? L2: How does the story talking about racism? L3: How could we work together to put across a different opinion? L4: How could we work together to put across a different opinion? L5: How can we stand up against racism?
Key Concepts to assess	L1: Children understand what racism is. L2: Children can answer questions about the story and make links between the themes in the story and racism. L3: Children can recognise helpful and unhelpful ways to solve a problem. L4: As lesson 3 L5: Children know how they can use their voice positively to stand up against racism.	L1: Children understand and can define what racism is. L2: Children can answer questions about the story, make links between the themes and in the story and racism and link this to real life situations. L3: Children understand that there are helpful and unhelpful responses to situations. They recognise when working together can be a useful solution to a problem. L4: As lesson 3. L5: Children understand that not everyone believes in the no outsiders themes but that it is possible to change minds. They can recognise how they can use their voice positively to stand up against racism.
Vocabulary	Racism, racist, positive, barriers	Racism, racist, positive, barriers
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like. Rule of law – equality	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Spring 2		
UKS2	Everyone Welcome, Everyone Different The Girls by Lauren Lee	
	Year 5	Year 6
	L1: What is a friend? L2: How long does friendship last for? L3: How does friendship change? L4: How can we maintain good friendships? L5: How can friends impact on our lived?	L1: What is a friend? L2: How long does friendship last for? L3: How does friendship change? L4: How can we maintain good friendships? L5: How can friends impact on our lived?
Key Concepts to assess	L1: Children know what makes a good friend. They can identify friends within their own lives. L2: Children recognise that some friendships can be short whilst others can last a life time. L3: Children can identify ways friendships within their own lives have changed. L4: Children can identify ingredients that make a good friend. They can identify things they need to do in order to maintain friendships that they have. L5: Children can say positive things about their friends and the way they impact on their lives.	L1: Children know what makes a good friend and can create a definition of friendship. They can identify good friends within their lives. L2: Children can recognise that some friendships can be short whilst others can last a life time. They know that friendship requires work. L3: Children can talk about how and why friendships change over time. L4: Children can identify ingredients that make a good friend. They can identify things they need to do and change in order to maintain positive friendships. L5: Children can identify positive things about their friends and the way they impact on their lives. They can recognise that not all friendships can be positive ones.
Vocabulary	Friends, friendship,	Friends, friendship,
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance	
School Values	Inclusive, Considerate, Resilient, Healthy, Honest	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Summer 1		
UKS2	Everyone different, Everyone welcome And Tango Makes Three by Justin Richardson	
	Year 5	Year 6
	<p>L1: What does 'to be banned' mean?</p> <p>L2: Why might some parents want the book to be banned?</p> <p>L3: How can we exchange dialogue and express an opinion in a respectful way?</p> <p>L4: Why is important to be respectful when we are expression our opinions?</p> <p>L5: What does the law say about LBGT+ people?</p>	<p>L1: What does 'to be banned' mean?</p> <p>L2: Why might some parents want the book to be banned?</p> <p>L3: How can we exchange dialogue and express an opinion in a respectful way?</p> <p>L4: Why is important to be respectful when we are expression our opinions?</p> <p>L5: What does the law say about LBGT+ people?</p>
Key Concepts to assess	<p>L1: Children know that opinions are different in different countries.</p> <p>L2: Children can recognise different opinions. They can express their own opinion.</p> <p>L3: Children can express their opinion about the book in a respectful way as part of a group debate.</p> <p>L4: Children can express their opinions respectfully using writing. They can recognise why they need to be respectful when putting their opinions across.</p> <p>L5: Children know what the law says about LBGT+ people and they know that differences exist around the world.</p>	<p>L1: Children know that opinions are different in different countries. They can speculate about why the books was banned in some places.</p> <p>L2: Children can recognise different opinions. They can express their own opinion.</p> <p>L3: Children can express their opinion about the book in a respectful way as part of a class debate</p> <p>L4: Children can express their opinions respectfully using writing. They can recognise why they need to be respectful when putting their opinions across and can recognise the opinions of others.</p> <p>L5: Children know what the law says about LBGT+ people and they know that differences exist around the world. They understand that we need to respect differences.</p>
Vocabulary	Equality, difference, dialogue, opinion, banned,	Equality, difference, dialogue, opinion, banned,
Experiences		
SMSC	<p>Social – fitting in within society – British culture</p> <p>Moral – responsibility to look after other people</p> <p>Cultural – how culture and religion can be related to opinions on some subjects</p>	
British Values	Tolerance, Respect, Individual Liberty and The Rule of Law	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term - PSHE (No Outsiders)

Summer 2		
UKS2	Everyone different, Everyone welcome The Island by Armin	
	Year 5	Year 6
	L1: What is racism and what are the causes? L2: What message is hidden in this story? L3: How can we stand up against racism? L4: How can we stand up against racism? L5: What are the consequences of not standing up against racism?	L1: What is racism and what are the causes? L2: What message is hidden in this story? L3: How can we stand up against racism? L4: How can we stand up against racism? L5: What are the consequences of not standing up against racism?
Key Concepts to assess	L1: Children understand what racism is and what some of the causes of racism are. L2: Children can think and talk about the message in the story. L3: Children know ways they can stand up against racism. L4: As lesson 3. L5: Children understand the consequences of not standing up against racism.	L1: Children can create a definition of racism and understand the causes of racism. L2: Children can think and talk about the message in the story and link the message to real life events. L3: Children know ways they can stand up against racism. They can identify times they may have encountered racism. L4: As lesson 3. L5: Children understand the consequences of not standing up against racism and can make links to real world events.
Vocabulary	Prejudice, racism, challenge, respect	Prejudice, racism, challenge, respect
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance, Respect and The Rule of Law.	
School Values	Inclusive and Considerate	