



Happily Ever After Key Stage 2 Curriculum Links

Lesson One – “Happily Ever After”

National Curriculum English – Spoken Language:

- Listen and respond appropriately to adults and their peers.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Speak audibly and fluently with an increasing command of Standard English.

Relationships Education – Families and People Who Care for Me:

- That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
- That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.

Lesson Two – “Jolly Good News!”

National Curriculum English – Writing:

- Plan their writing by discussing and recording ideas (Y3/4).
- Draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings] (Y3/4).
- Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5/6).
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Y5/6).
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y5/6).

Relationships Education – Mental Wellbeing:

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

Lesson Three – “Supportive Friends”

National Curriculum English – Spoken Language:

- Use relevant strategies to build their vocabulary.

Relationships Education – Families and People Who Care for Me:

- That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.

Relationships Education – Respectful Relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.

Relationships Education – Caring Friendships:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness...

Lesson Four – “Everyone is Welcome”

National Curriculum English – Spoken Language:

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

National Curriculum Art:

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

Relationships Education – Respectful Relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Lesson Five – “Pride in our School”

Relationships Education – Respectful Relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.



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