

BSM RSE/PSHE scheme

EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Overarching learning intentions across this unit - Talk about similarities and differences. - Name special people in their lives. - Describe different feelings. - Identify who can help if they are sad, worried or scared. - Identify ways to help others or themselves if they are sad or worried. 1. All about me -Talk about their own interests. -Talk about their families. -Talk about how they are the same or different to others. 2. What makes me special -Share their favourite interests and objects. -Talk about themselves positively. -Listen to what others say and respond. 3. Me and my special people -Talk about the important people in their lives. -Understand that we have different special people. -Name key people outside of families that care for them. 4. Who can help me? -Talk about when they might feel unsafe or unhappy. -Name the people who will help them. -Notice when a friend is in need at school and help them. 5. My feelings -Describe different emotions. -Explore how we feel at certain times or events. -Identify ways to change feelings and calm down. 6. My feelings (2) -Identify events that can make a person feel sad. -Suggest ways in which they can help a friend who is sad.	Overarching learning intentions across this unit - Be sensitive towards others and celebrate what makes each person unique. - Recognise that we can have things in common with others. - Use speaking and listening skills to learn about the lives of their peers. - Know the importance of showing care and kindness towards others. - Demonstrate skills in building friendships and cooperation. 1. I'm special, you're special -Describe their own positive attributes. -Share their likes and dislikes. -Listen to and respect the ideas of others. 2. Same and different -Recognise the similarities and differences amongst their peers. -Discuss why differences should be celebrated. -Retell a story. 3. Same and different families -Talk about their family, customs and traditions. -Listen to others talk about their experiences. -Compare their own experiences with those of others. 4. Same and different homes -Recognise the similarities and differences between their home and those of others. -Talk about what makes their home feel special and safe. -Be sensitive towards others. 5. Kind and caring (1) -Suggest ways in which we can be kind towards others. -Demonstrate skills in cooperation with others. 6. Kind and caring (2)	Overarching learning intentions across this unit - Talk about how to keep their bodies healthy and safe. - Name ways to stay safe around medicines. - Know how to stay safe in their home, classroom and outside. - Know age-appropriate ways to stay safe online. - Name adults in their lives and those in their community who keep them safe. 1. What's safe to go on to my body -Name things that keep their bodies safe. -Name things that keep their bodies clean and protected. -Think about how to recognise things that might not be safe. 2. Keeping myself safe- What's safe to go into my body (including medicines) -Make safe decisions about items they don't recognise. -Talk about what our bodies need to stay well. -Name the safe ways to store medicine and who can give it to children (adults). 3. Safe indoors and outdoors -Name some hazards and ways to stay safe inside. -Name some hazards and ways to stay safe outside. -Show how to care for the safety of others. 4. Listen to my feelings (1) -Name the adults who they can ask for help from, and will keep them safe. -Recognise the feelings they have when they are unsafe. -Talk about keeping themselves safe, safe touches and consent. 5. Keeping safe online -Share ideas about activities that are safe to do on electronic devices. -What to do and who to talk to if they feel unsafe online. 6. People who help to keep me safe	Overarching learning intentions across this unit - Understand that they can make a difference. - Identify how they can care for their home, school and special people. - Talk about how they can make an impact on the natural world. - Talk about similarities and differences between themselves. - Demonstrate building relationships with friends. 1. Looking after my special people -Name the special people in their lives. -Understand that our special people can be different to those of others. 2. Looking after my friends -Talk about why friends are important and how they help us. -Identify ways to care for a friend in need. -Identify ways to help others in their community. 3. Being helpful at home and caring for our classroom -Identify ways in which they help at home. -Recognise the importance of taking care of a shared environment. -Name ways in which they can look after their learning environment. 4. Caring for our world -Think about what makes the world special and beautiful. -Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. -Talk about what can happen to living things if the world is not cared for. 5. Looking after money (1): recognising, spending, using -Recognise coins and other items relating to money. -Identify the uses of money.	Overarching learning intentions across this unit - Feel resilient and confident in their learning. - Name and discuss different types of feelings and emotions. - Learn and use strategies or skills in approaching challenges. - Understand that they can make healthy choices. - Name and recognise how healthy choices can keep us well. 1. Bouncing back when things go wrong -Share an experience where they haven't achieved their goal. -Develop their confidence and resilience towards having a growth mindset. -Name a strategy to overcome a hurdle. 2. Yes, I can! -Recognise that some skills take time to learn. -Plan and review an achievable goal. -Celebrate the successes of their peers. 3. Healthy eating (1) -Name and choose healthy foods and drink. -Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). -Explain the jobs of different food groups. 4. Healthy eating (2) -Name and choose healthy foods and drink. -Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). -Explain the jobs of different food groups. 5. Move your body -Describe the changes in their body during exercise and what is happening to their body. -Explain how exercise can help us stay well - physically and mentally. -Name some ways to keep their body fit and well.	Overarching learning intentions across this unit - Understand that there are changes in nature and humans. - Name the different stages in childhood and growing up. - Understand that babies are made by a man and a woman. - Use the correct vocabulary when naming the different parts of the body. - Know how to keep themselves safe. 1. Seasons -Name the different seasons and describe their differences. -Explain the changes that occur as seasons change. -Talk about how they have grown in resilience. 2. Life stages- plants, animals, humans -To understand that animals and humans change in appearance over time. -Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). -Make observations and ask questions about living things. 3. Life stages: Humans life stage- who will I be? -Retell a story and respond to questions about it. -Use the language and describe the different life stages of: baby, child, teenager, adult, older age. -Talk about their own experience of growing up. Inform Parents 4. Where do babies come from? [Exclude activity 1 and 2 from the SCARF session] -Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. -Understand that every family is different. -Talk about similarities and differences between themselves and others. 5. Getting bigger

-Choose ways to help themselves when they feel sad.	-Show friendly behaviour towards a peer. -Build relationships with others.	-Name the people in their lives who help to keep them safe. -Name people in their community who help to keep them safe. -Talk about ways to keep themselves safe in their environment.	6. Looking after money (2): saving money and keeping it safe -Talk about why it's important to keep money safe. -Identify ways to save money. -Talk about why we save money.	6. A good night's sleep -Understand why our body needs sleep. -Talk about their own bedtime routine. -Suggest ways to have a calm evening and bedtime routine	-Talk about how they have changed as they have grown. -Explain the differences between babies, children, and adults. -Understand that we are all unique. 6. Me and my body- girls and boys -Name parts of the body (including reproductive parts 'penis' and 'vulva') using the correct vocabulary. -Explain which parts of their body are kept private and safe and why. -Tell or ask an appropriate adult for help if they feel unsafe. exclude activity relating to egg & sperm
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KS1 Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
1.Why we have classroom rules -Understand that classroom rules help everyone to learn and be safe; -Explain their classroom rules and be able to contribute to making these. 2. Thinking about feelings -Recognise how others might be feeling by reading body language/facial expressions; -Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) 3. Our feelings -Identify a range of feelings; Identify how feelings might make us behave: -Suggest strategies for someone experiencing 'not so good' feelings to manage these. 4. Feelings and bodies -Recognise that people's bodies and feelings can be hurt; -Suggest ways of dealing with different kinds of hurt. 5. Our special people balloons -Recognise that they belong to various groups and communities such as their family; -Explain how these people help us and we can also help them to help us. 6. Good friends -Identify simple qualities of friendship; -Suggest simple strategies for making up. 7. How are you listening	1. Same or different? -Identify the differences and similarities between people; -Empathise with those who are different from them; -Begin to appreciate the positive aspects of these differences. 2. Unkind, tease or bully? -Explain the difference between unkindness, teasing and bullying; -Understand that bullying is usually quite rare. 3. Harold's school rules -Explain some of their school rules and how those rules help to keep everybody safe. 4. Who are our special people? -Identify some of the people who are special to them; -Recognise and name some of the qualities that make a person special to them. 5. It's not fair! -Recognise and explain what is fair and unfair, kind and unkind; -Suggest ways they can show kindness to others.	1. Healthy me -Understand that the body gets energy from food, water and air (oxygen); -Recognise that exercise and sleep are important parts of a healthy lifestyle. 2. Super sleep -Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; -Identify simple bedtime routines that promote healthy sleep. 3. Who can help? (1) -Recognise emotions and physical feelings associated with feeling unsafe; -Identify people who can help them when they feel unsafe. 4. Harold loses Geoffrey -Recognise the range of feelings that are associated with loss. 5. What could Harold do? -Understand that medicines can sometimes make people feel better when they're ill; -Explain simple issues of safety and responsibility about medicines and their use. 6. Good or bad touches? -Understand and learn the PANTS rules; -Name and know which parts should be private; -Explain the difference between appropriate and inappropriate touch; -Understand that they have the right to say "no" to unwanted touch; -Start thinking about who they trust and who they can ask for help.	1.Harold's wash and brush up -Recognise the importance of regular hygiene routines; -Sequence personal hygiene routines into a logical order. 2. Around and about the school -Identify what they like about the school environment; -Recognise who cares for and looks after the school environment. 3. Taking care of something -Demonstrate responsibility in looking after something (e.g. a class pet or plant); -Explain the importance of looking after things that belong to themselves or to others. 4. Harold's money -Explain where people get money from; -List some of the things that money may be spent on in a family home. 5. How should we look after our money? -Recognise that different notes and coins have different monetary value; -Explain the importance of keeping money safe; -Identify safe places to keep money; -Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 6. Basic first aid	1.I can eat a rainbow -Recognise the importance of fruit and vegetables in their daily diet; -Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 2. Eat well -Recognise that they may have different tastes in food to others; -Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; -Recognise which foods we need to eat more of and which we need to eat less of to be healthy. 3. Catch it! Bin it! Kill it! -Understand how diseases can spread; -Recognise and use simple strategies for preventing the spread of diseases. 4. Harold learns to ride his bike -Recognise that learning a new skill requires practice and the opportunity to fail, safely; -Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. 5. Pass on the praise! -Demonstrate attentive listening skills; -Suggest simple strategies for resolving conflict situations; -Give and receive positive feedback, and experience how this makes them feel. 6. Harold has a bad day	1. Inside my wonderful body! -Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); -Understand and explain the simple bodily processes associated with them. 2. Taking care of a baby -Understand some of the tasks required to look after a baby; -Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. 3. Then and now -Identify things they could do as a baby, a toddler and can do now; -Identify the people who help/helped them at those different stages. 4. Who can help? (2) -Explain the difference between teasing and bullying; -Give examples of what they can do if they experience or witness bullying; -Say who they could get help from in a bullying situation. 5. Surprises and secrets -Explain the difference between a secret and a nice surprise; -Identify situations as being secrets or surprises; -Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 6. Keeping privates private -Identify parts of the body that are private; -Describe ways in which private parts can be kept private;

-Demonstrate attentive listening skills; -Suggest simple strategies for resolving conflict situations; -Give and receive positive feedback, and experience how this makes them feel.		7. Sharing pictures		-Recognise how a person's behaviour (including their own) can affect other people.	-Identify people they can talk to about their private parts.
KS1 Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
1.Our ideal classroom (1) -Suggest actions that will contribute positively to the life of the classroom; -Make and undertake pledges based on those actions. 2. Our ideal classroom (2) -Take part in creating and agreeing classroom rules. 3. How are you feelings today? -Use a range of words to describe feelings; -Recognise that people have different ways of expressing their feelings; -Identify helpful ways of responding to other's feelings. 4. Bullying or teasing? -Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; -Identify situations as to whether they are incidents of teasing or bullying. 5. Don't do that! -Understand and describe strategies for dealing with bullying; -Rehearse and demonstrate some of these strategies. 6. Types of bullying -Explain the difference between bullying and isolated unkind behaviour; --Recognise that that there are different types of bullying and unkind behaviour; -Understand that bullying and unkind behaviour are both unacceptable ways of behaving. 7. Being a good friend -Recognise that friendship is a special kind of relationship; -Identify some of the ways that good friends care for each other. 8. Let's all be happy! -Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);	1. What makes us who we are? -Identify some of the physical and non-physical differences and similarities between people; -Know and use words and phrases that show respect for other people. 2. How do we make others feel? -Recognise and explain how a person's behaviour can affect other people. 3. My special people -Identify people who are special to them; -Explain some of the ways those people are special to them. 4. When someone is feeling left out -Explain how it feels to be part of a group; -Explain how it feels to be left out from a group; -Identify groups they are part of; -Suggest and use strategies for helping someone who is feeling left out. 5. An act of kindness -Recognise and describe acts of kindness and unkindness; -Explain how these impact on other people's feelings; -Suggest kind words and actions they can show to others; -Show acts of kindness to others in school. 6. Solve the problem -Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); -Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	1. Harold's picnic -Understand that medicines can sometimes make people feel better when they're ill; -Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; -Explain simple issues of safety and responsibility about medicines and their use. 2. How safe would you feel? -Identify situations in which they would feel safe or unsafe; -Suggest actions for dealing with unsafe situations including who they could ask for help. 3. What would Harold say? -Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. 4. I don't like that! -Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; -Identify the types of touch they like and do not like; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 5. Fun or not? -Recognise that some touches are not fun and can hurt or be upsetting; -Know that they can ask someone to stop touching them; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 6. Should I tell? -Identify safe secrets (including surprises) and unsafe secrets; -Recognise the importance of telling someone they trust about a secret which	1. Getting on with others -Describe and record strategies for getting on with others in the classroom. 2. When I feel like erupting -Explain, and be able to use, strategies for dealing with impulsive behaviour. 3. Feeling safe -Identify special people in the school and community who can help to keep them safe; -Know how to ask for help. 4. How can we look after our environment? -Identify what they like about the school environment; -Identify any problems with the school environment (e.g. things needing repair); -Make suggestions for improving the school environment; -Recognise that they all have a responsibility for helping to look after the school environment. 5. Harold saves something special -Understand that people have choices about what they do with their money; -Know that money can be saved for a use at a future time; -Explain how they might feel when they spend money on different things. 6. Harold goes camping -Recognise that money can be spent on items which are essential or non-essential; -Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 7. Playing games	1. You can do it! -Explain the stages of the learning line showing an understanding of the learning process; -Help themselves and others develop a positive attitude that support their wellbeing; -Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. 2. My day -Understand and give examples of things they can choose themselves and things that others choose for them; -Explain things that they like and dislike, and understand that they have choices about these things; -Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 3. Harold's postcard- helping us to keep clean and healthy -Explain how germs can be spread; -Describe simple hygiene routines such as hand washing; -Understand that vaccinations can help to prevent certain illnesses. 4. Harold's bathroom -Explain the importance of good dental hygiene; -Describe simple dental hygiene routines. 5. My body needs... -Understand that the body gets energy from food, water and oxygen; -Recognise that exercise and sleep are important to health 6. What does my body do? -Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); -Describe how food, water and air get into the body and blood.	1. A helping hand -Demonstrate simple ways of giving positive feedback to others. 2. Sam moves away -Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 3. Haven't you grown! -Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); -Understand and describe some of the things that people are capable of at these different stages. 4. My body, your body -Identify which parts of the human body are private; -Explain that a person's genitals help them to make babies when they are grown up; -Understand that humans mostly have the same body parts but that they can look different from person to person. 5. Respecting privacy -Explain what privacy means; -Know that you are not allowed to touch someone's private belongings without their permission; -Give examples of different types of private information. 6. Basic first aid

-Explain where someone could get help if they were being upset by someone else's behaviour.		makes them feel unsafe or uncomfortable.			
LKS2 Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
1.As a rule -Explain why we have rules; -Explore why rules are different for different age groups, in particular for internet-based activities; -Suggest appropriate rules for a range of settings; -Consider the possible consequences of breaking the rules. 2. My special pet -Explain some of the feelings someone might have when they lose something important to them; -Understand that these feelings are normal and a way of dealing with the situation. 3. Tangram team challenge -Define and demonstrate cooperation and collaboration; -Identify the different skills that people can bring to a group task; -Demonstrate how working together in a collaborative manner can help everyone to achieve success. 4. Looking after our special people -Identify people who they have a special relationship with; -Suggest strategies for maintaining a positive relationship with their special people. 5. How can we solve this problem -Does it matter if not everyone agrees? -What if someone feels very strongly about something? 6. Dan's dare -Explain what a dare is; -Understand that no-one has the right to force them to do a dare; -Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. 7. Thunks -Express opinions and listen to those of others; -Consider others' points of view;	1. Family and friends -Recognise that there are many different types of family; -Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' 2. My community -Define the term 'community'; -Identify the different communities that they belong to; -Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 3. Respect and challenge -Reflect on listening skills; -Give examples of respectful language; -Give examples of how to challenge another's viewpoint, respectfully. 4. Friends and neighbours -Explain that people living in the UK have different origins; -Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; -Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. 5. Let's celebrate our differences -Recognise the factors that make people similar to and different from each other; -Recognise that repeated name calling is a form of bullying; -Suggest strategies for dealing with name calling (including talking to a trusted adult). 6. Zeb -Understand and explain some of the reasons why different people are bullied; -Explore why people have prejudiced views and understand what this is.	1. Safe or unsafe? -Identify situations which are safe or unsafe; -Identify people who can help if a situation is unsafe; -Suggest strategies for keeping safe. 2. Danger or risk? -Define the words danger and risk and explain the difference between the two; -Demonstrate strategies for dealing with a risky situation. 3. The Risk Robot -Identify risk factors in given situations; -Suggest ways of reducing or managing those risks. 4. Alcohol and cigarettes: the facts -Identify some key risks from and effects of cigarettes and alcohol; -Know that most people choose not to smoke cigarettes; (Social Norms message) -Define the word 'drug' and understand that nicotine and alcohol are both drugs. 5. Super Searcher -Evaluate the validity of statements relating to online safety; -Recognise potential risks associated with browsing online; -Give examples of strategies for safe browsing online. 6. None of your business -Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; -Recognise and describe appropriate behaviour online as well as offline; -Identify what constitutes personal information and when it is not appropriate or safe to share this; -Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. 7. Raisin challenge (1)	1. Our helpful volunteers -Define what a volunteer is; -Identify people who are volunteers in the school community; -Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. 2. Helping each other to stay safe -Identify key people who are responsible for them to stay safe and healthy; -Suggest ways they can help these people. 3. Recount task -Understand the difference between 'fact' and 'opinion'; -Understand how an event can be perceived from different viewpoints; -Plan, draft and publish a recount using the appropriate language. 4. Harold's environment project -Define what is meant by the environment; -Evaluate and explain different methods of looking after the school environment; -Devise methods of promoting their priority method. 5. Can Harold afford it? -Understand the terms 'income', 'saving' and 'spending'; -Recognise that there are times we can buy items we want and times when we need to save for items; -Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) 6. Earning money -Explain that people earn their income through their jobs; -Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	1. Derek cooks dinner! (healthy eating) -Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; -Explain what is meant by the term 'balanced diet'; -Give examples what foods might make up a healthy balanced meal. 2. Poorly Harold -Explain how some infectious illnesses are spread from one person to another; -Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; -Suggest medical and non-medical ways of treating an illness. 3. For or against? -Develop skills in discussion and debating an issue; -Demonstrate their understanding of health and wellbeing issues that are relevant to them; -Empathise with different viewpoints; -Make recommendations, based on their research. 4. I am fantastic! -Identify their achievements and areas of development; -Recognise that people may say kind things to help us feel good about ourselves; -Explain why some groups of people are not represented as much on television/in the media. 5. Getting on with your nerves! -Demonstrate how working together in a collaborative manner can help everyone to achieve success; -Understand and explain how the brain sends and receives messages through the nerves. 6. Body team work -Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); -Describe how food, water and air get into the body and blood.	1. Relationship Tree -Identify different types of relationships; -Recognise who they have positive healthy relationships with. 2. Body space -Understand what is meant by the term body space (or personal space); -Identify when it is appropriate or inappropriate to allow someone into their body space; -Rehearse strategies for when someone is inappropriately in their body space. 3. Secret or surprise? -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; -Recognise how different surprises and secrets might make them feel; -Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 4. Basic first aid

-Practise explaining the thinking behind their ideas and opinions. 8. Friends are special -Identify qualities of friendship; -Suggest reasons why friends sometimes fall out; -Rehearse and use, now or in the future, skills for making up again.		-Demonstrate strategies for assessing risks; -Understand and explain decision-making skills; -Understand where to get help from when making decisions. 8. Help or harm? -Understand that medicines are drugs and suggest ways that they can be helpful or harmful.		7. Top talents -Explain some of the different talents and skills that people have and how skills are developed; -Recognise their own skills and those of other children in the class.	
LKS2 Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
1. An email from Harold! -Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; -Explain how different words can express the intensity of feelings. 2. OK or not OK? (part 1) -Explain what we mean by a ‘positive, healthy relationship’; -Describe some of the qualities that they admire in others. 3. OK or not OK? (part 2) -Recognise that there are times when they might need to say 'no' to a friend; -Describe appropriate assertive strategies for saying 'no' to a friend. 4. Human machines -Demonstrate strategies for working on a collaborative task; -Define successful qualities of teamwork and collaboration. 5. Different feelings -Identify a wide range of feelings; -Recognise that different people can have different feelings in the same situation; -Explain how feelings can be linked to physical state. 6. When feelings change -Demonstrate a range of feelings through their facial expressions and body language; -Recognise that their feelings might change towards someone or something once they have further information. 7. Under pressure -Give examples of strategies to respond to being bullied, including what people can do and say;	1. Can you sort it -Define the terms 'negotiation' and 'compromise'; -Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. 2. Islands -Understand that they have the right to protect their personal body space; -Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; -Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. 3. Friend or acquaintance? -Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); -Give examples of features of these different types of relationships, including how they influence what is shared. 4. What would I do? -List some of the ways that people are different to each other (including differences of race, gender, religion); -Recognise potential consequences of aggressive behaviour; -Suggest strategies for dealing with someone who is behaving aggressively. 5. The people we share our world with -List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); -Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. 6. That is such a stereotype!	1. Danger, risk or hazard? -Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; -Identify situations which are either dangerous, risky or hazardous; -Suggest simple strategies for managing risk. 2. Picture Wise -Identify images that are safe/unsafe to share online; -Know and explain strategies for safe online sharing; -Understand and explain the implications of sharing images online without consent. 3. How dare you! -Define what is meant by the word 'dare'; -Identify from given scenarios which are dares and which are not; -Suggest strategies for managing dares. 4. Medicines: check the label -Understand that medicines are drugs; -Explain safety issues for medicine use; -Suggest alternatives to taking a medicine when unwell; -Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 5. Know the norms -Understand some of the key risks and effects of smoking and drinking alcohol; -Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). 6. Keeping ourselves safe -Describe stages of identifying and managing risk;	1. Who helps us stay healthy and safe? -Explain how different people in the school and local community help them stay healthy and safe; -Define what is meant by 'being responsible'; -Describe the various responsibilities of those who help them stay healthy and safe; -Suggest ways they can help the people who keep them healthy and safe. 2. It’s your right -Understand that humans have rights and also responsibilities; -Identify some rights and also responsibilities that come with these. 3. How do we make a difference? -Understand the reason we have rules; -Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); -Recognise that everyone can make a difference within a democratic process. 4. In the news -Define the word <i>influence</i>; -Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. 5. Safety in numbers -Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; -Recognise that they can play a role in influencing outcomes of situations by their actions. 6. Logo quiz	1. What makes me ME! -Identify ways in which everyone is unique; -Appreciate their own uniqueness; -Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 2. Making choices -Give examples of choices they make for themselves and choices others make for them; -Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 3. SCARF Hotel -Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; -Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). 4. Harold’s Seven Rs -Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); -Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 5. My school community (1) -Define what is meant by the word 'community'; -Suggest ways in which different people support the school community; -Identify qualities and attributes of people who support the school community.	1. Moving house -Describe some of the changes that happen to people during their lives; -Explain how the Learning Line can be used as a tool to help them manage change more easily; -Suggest people who may be able to help them deal with change. 2. My feelings are all over the place! -Name some positive and negative feelings; -Understand how the onset of puberty can have emotional as well as physical impact -Suggest reasons why young people sometimes fall out with their parents; -Take part in a role play practising how to compromise. Inform Parents 3. All change! -Identify parts of the body that males and females have in common and those that are different; -Know the correct terminology for their genitalia; -Understand and explain why puberty happens. 4. Preparing for periods (formerly Period positive -Know the key facts of the menstrual cycle; -Understand that periods are a normal part of puberty for girls; -Identify some of the ways to cope better with periods. 5. Secret or surprise? -Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; -Recognise how different surprises and secrets might make them feel;

-Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	-Understand and identify stereotypes, including those promoted in the media.	-Suggest people they can ask for help in managing risk. 7. Raisin challenge -Understand that we can be influenced both positively and negatively; -Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.	-Understand some of the ways that various national and international environmental organisations work to help take care of the environment; -Understand and explain the value of this work. 7. Harold’s expenses -Define the terms 'income' and 'expenditure'; -List some of the items and services of expenditure in the school and in the home; -Prioritise items of expenditure in the home from most essential to least essential. 8. Why pay taxes? -Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; -Understand how a payslip is laid out showing both pay and deductions; -Prioritise public services from most essential to least essential.	6. Basic first aid	-Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 6. Together -Understand that marriage is a commitment to be entered into freely and not against someone's will; -Recognise that marriage includes same sex and opposite sex partners; -Know the legal age for marriage in England or Scotland; -Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
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UKS2 Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
1. Collaboration Challenge! -Explain what collaboration means; -Give examples of how they have worked collaboratively; -Describe the attributes needed to work collaboratively. 2. Give and take -Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations. 3. How good a friend are you? -Demonstrate how to respond to a wide range of feelings in others; -Give examples of some key qualities of friendship; -Reflect on their own friendship qualities. 4. Relationship cake recipe -Identify what things make a relationship unhealthy; -Identify who they could talk to if they needed help. 5. Being assertive -Identify characteristics of passive, aggressive and assertive behaviours;	1. Quality of friendships -Define some key qualities of friendship; -Describe ways of making a friendship last; -Explain why friendships sometimes end. 2. Kind conversations -Rehearse active listening skills; -Demonstrate respectfulness in responding to others; -Respond appropriately to others. 3. Happy being me -Develop an understanding of discrimination and its injustice, and describe this using examples; -Empathise with people who have been, and currently are, subjected to injustice, including through racism; -Consider how discriminatory behaviour can be challenged. Inform Parents 4. Is it true? -Understand that the information we see online, either text or images, is not always true or accurate; -Recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them;	1. ‘Thinking’ about habits -Explain what a habit is, giving examples; -Describe why and how a habit can be hard to change. 2. Jay’s dilemma -Recognise that there are positive and negative risks; -Explain how to weigh up risk factors when making a decision; -Describe some of the possible outcomes of taking a risk. 3. Spot bullying -Demonstrate strategies to deal with both face-to-face and online bullying; -Demonstrate strategies and skills for supporting others who are bullied; -Recognise and describe the difference between online and face-to-face bullying. 4. Ella’s diary dilemma -Define what is meant by a dare; Explain why someone might give a dare; -Suggest ways of standing up to someone who gives a dare. 5. Decision dilemmas -Recognise which situations are risky;	1. What’s the story -Identify, write and discuss issues currently in the media concerning health and wellbeing; -Express their opinions on an issue concerning health and wellbeing; -Make recommendations on an issue concerning health and wellbeing. 2. Fact or opinion? -Understand the difference between a fact and an opinion; -Understand what biased reporting is and the need to think critically about things we read. 3. Rights, responsibilities and duties -Define the differences between responsibilities, rights and duties; -Discuss what can make them difficult to follow; -Identify the impact on individuals and the wider community if responsibilities are not carried out. 4. Mo makes a difference -Explain what we mean by the terms voluntary, community and pressure (action) group; -Give examples of voluntary groups, the kind of work they do and its value.	1. Getting fit -Know two harmful effects each of smoking/drinking alcohol. -Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. -Understand the actual norms around smoking and the reasons for common misperceptions of these. 2. It all adds up! -Know the basic functions of the four systems covered and know they are inter-related. -Explain the function of at least one internal organ. -Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. 3. Different skills -Identify their own strengths and talents; -Identify areas that need improvement and describe strategies for achieving those improvements. 4. My school community (2) -State what is meant by community; -Explain what being part of a school community means to them;	1. How are you feeling? -Use a range of words and phrases to describe the intensity of different feelings -Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; -Explain strategies they can use to build resilience. 2. Taking notice of our feelings -Identify people who can be trusted; -Understand what kinds of touch are acceptable or unacceptable; -Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Inform Parents 3. Dear Hetty -Explain how someone might feel when they are separated from someone or something they like; -Suggest ways to help someone who is separated from someone or something they like. 4. Growing up and changing bodies -Identify some products that they may need during puberty and why;

-Understand and rehearse assertiveness skills. 6. Our emotional needs -Recognise basic emotional needs, understand that they change according to circumstance; -Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. 7. Communication -Understand that online communication can be misinterpreted; -Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	-Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. 5. It could happen to anyone -Identify the consequences of positive and negative behaviour on themselves and others; -Give examples of how individual/group actions can impact on others in a positive or negative way.	-Explore and share their views about decision making when faced with a risky situation; -Suggest what someone should do when faced with a risky situation. 6. Play, like, share -Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; -Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; -Know how to protect personal information online; -Recognise disrespectful behaviour online and know how to respond to it. 7. Drugs: true or false? -Understand some of the complexities of categorising drugs; -Know that all medicines are drugs but not all drugs are medicines; -Understand ways in which medicines can be helpful or harmful and used safely or unsafely. 8. Smoking: what is normal? -Understand the actual norms around smoking and the reasons for common misperceptions of these. 9. Would you risk it? -Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; -Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	5. Spending wisely -State the costs involved in producing and selling an item; -Suggest questions a consumer should ask before buying a product. 6. Lend us a fiver! -Define the terms loan, credit, debt and interest; -Suggest advice for a range of situations involving personal finance. 7. Local councils -Explain some of the areas that local councils have responsibility for; -Understand that local councillors are elected to represent their local community.	-Suggest ways of improving the school community. 5. Independence and responsibility -Identify people who are responsible for helping them stay healthy and safe; -Identify ways that they can help these people. 6. Star qualities? -Describe 'star' qualities of celebrities as portrayed by the media; -Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; -Describe 'star' qualities that 'ordinary' people have. 7. Basic first aid, including Sepsis Awareness	-Know what menstruation is and why it happens. 5. It could happen to anyone -Identify the consequences of positive and negative behaviour on themselves and others; -Give examples of how individual/group actions can impact on others in a positive or negative way. 6. Help! I'm a teenager – get me out of here! -Recognise how our body feels when we're relaxed; -List some of the ways our body feels when it is nervous or sad; -Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 7. Dear Ash -Explain the difference between a safe and an unsafe secret; -Identify situations where someone might need to break a confidence in order to keep someone safe. 8. Stop, start, stereotypes -Recognise that some people can get bullied because of the way they express their gender; -Give examples of how bullying behaviours can be stopped.
UKS2 Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
1. Working together -Demonstrate a collaborative approach to a task; -Describe and implement the skills needed to do this. 2. Let's negotiate -Explain what is meant by the terms 'negotiation' and 'compromise'; -Suggest positive strategies for negotiating and compromising within a collaborative task;	1. OK to be different -Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; -Suggest strategies for dealing with bullying, as a bystander; -Describe positive attributes of their peers. 2. We have more in common than not -Know that all people are unique but that we have far more in common with each other than what is different about us;	1. Think before you click -Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; -Understand and describe the ease with which something posted online can spread. 2. Traffic lights -Identify strategies for keeping personal information safe online; -Describe safe behaviours when using communication technology.	1. Two sides to every story -Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; -Describe the language and techniques that make up a biased report; -Analyse a report also extract the facts from it. 2. Fakebook friends -Know the legal age (and reason behind these) for having a social media account;	1. Five Ways to Wellbeing project -Explain what the five ways to wellbeing are; -Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. 2. This will be your life! -Identify aspirational goals; -Describe the actions needed to set and achieve these. 3. Our recommendations	1.Helpful or unhelpful? Managing change -Recognise some of the changes they have experienced and their emotional responses to those changes; -Suggest positive strategies for dealing with change; -Identify people who can support someone who is dealing with a challenging time of change. 2. I look great! -Understand that fame can be short-lived;

-Demonstrate positive strategies for negotiating and compromising within a collaborative task. 3. Solving the friendship problem -Recognise some of the challenges that arise from friendships; -Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. 4. Assertiveness skills -List some assertive behaviours; -Recognise peer influence and pressure; -Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. 5. Behave yourself -Recognise and empathise with patterns of behaviour in peer-group dynamics; -Recognise basic emotional needs and understand that they change according to circumstance; -Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. 6. Dan's Day -Describe the consequences of reacting to others in a positive or negative way; -Suggest ways that people can respond more positively to others. 7. Don't force me -Describe ways in which people show their commitment to each other; -Know the ages at which a person can marry, depending on whether their parents agree; -Understand that everyone has the right to be free to choose who and whether to marry. 8. Acting appropriately -Recognise that some types of physical contact can produce strong negative feelings; -Know that some inappropriate touch is also illegal. 9. It's a puzzle -Identify strategies for keeping personal information safe online; -Describe safe and respectful behaviours when using communication technology.	-Consider how a bystander can respond to someone being rude, offensive or bullying someone else; -Demonstrate ways of offering support to someone who has been bullied. 3. Respecting differences -Demonstrate ways of showing respect to others, using verbal and non-verbal communication. 4. Tolerance and respect for others -Understand and explain the term prejudice; -Identify and describe the different groups that make up their school/wider community/other parts of the UK; -Describe the benefits of living in a diverse society; -Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 5. Advertising friendships! -Explain the difference between a friend and an acquaintance; -Describe qualities of a strong, positive friendship; -Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). 6. Boys will be boys? – challenging gender stereotypes -Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; -Recognise that people fall into a wide range of what is seen as normal; -Challenge stereotypical gender portrayals of people.	3. To share or not to share?[Share video at end of lesson and not start] -Know that it is illegal to create and share sexual images of children under 18 years old; -Explore the risks of sharing photos and films of themselves with other people directly or online; -Know how to keep their information private online. 4. Rat park -Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; -Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. 5. What sort of drug is...? -Explain how drugs can be categorised into different groups depending on their medical and legal context; -Demonstrate an understanding that drugs can have both medical and non-medical uses; -Explain in simple terms some of the laws that control drugs in this country. 6. Drugs: it's the law! -Understand some of the basic laws in relation to drugs; -Explain why there are laws relating to drugs in this country. 7. Alcohol: what is the normal? -Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; -Describe some of the effects and risks of drinking alcohol. 8. Joe's story (part 1) -Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; -Explain how these emotional needs impact on people's behaviour; -Suggest positive ways that people can get their emotional need met. 9. Joe's story (part 2) -Understand and give examples of conflicting emotions; -Understand and reflect on how independence and responsibility go together.	-Understand why people don't tell the truth and often post only the good bits about themselves, online; -Recognise that people's lives are much more balanced in real life, with positives and negatives. 3. What's it worth? -Explain some benefits of saving money; -Describe the different ways money can be saved, outlining the pros and cons of each method; -Describe the costs that go into producing an item; -Suggest sale prices for a variety of items, taking into account a range of factors; -Explain what is meant by the term <i>interest</i>. 4. Jobs and taxes -Recognise and explain that different jobs have different levels of pay and the factors that influence this; -Explain the different types of tax (income tax and VAT) which help to fund public services; -Evaluate the different public services and compare their value. 5. Action stations! -Explain what we mean by the terms voluntary, community and pressure (action) group; -Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. 6. Project Pitch (parts 1 & 2) 7. Happy shoppers -Explain what is meant by living in an environmentally sustainable way; -Suggest actions that could be taken to live in a more environmentally sustainable way. 8. Democracy in Britain 1 – Elections 9. Democracy in Britain 2 – How (most) laws are made	-Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. 4. What's the risk? (1) -Identify risk factors in a given situation; -Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. 5. What's the risk? (2) -Recognise what risk is; -Explain how a risk can be reduced; -Understand risks related to growing up and explain the need to be aware of these; -Assess a risk to help keep themselves safe. 6. Basic first aid, including Sepsis Awareness	-Recognise that photos can be changed to match society's view of perfect; -Identify qualities that people have, as well as their looks. 3. Media manipulation -Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; -Recognise that people fall into a wide range of what is seen as normal; -Challenge stereotypical gender portrayals of people. 4. Pressure online -Understand the risks of sharing images online and how these are hard to control, once shared; -Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; -Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. 5. Is this normal? -Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; -Suggest strategies that would help someone who felt challenged by the changes in puberty; -Know where someone could get support if they were concerned about their own or another person's safety. 6. Dear Ash -Explain the difference between a safe and an unsafe secret; -Identify situations where someone might need to break a confidence in order to keep someone safe.
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