



# Westleigh Methodist Primary School

## PSHE/RSE Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
<b>Nursery</b>	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Recognise that we are unique;</li> <li>Describe different feelings and use this skill to manage relationships;</li> <li>Understand that some families are different from theirs, but these families also love and care for one another.</li> </ul> <p>Lesson 1: Marvellous me!</p> <ul style="list-style-type: none"> <li>Share their likes and dislikes with their friends and adults in their classroom;</li> <li>Name the different features of their face and parts of their body;</li> <li>Use their senses to explore the</li> </ul>	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Recognise that there are differences and similarities between themselves;</li> <li>Celebrate their friends and include them;</li> <li>Understand people have different cultures and religions.</li> </ul> <p>Lesson 1: Me and my friends.</p> <ul style="list-style-type: none"> <li>Talk about the similarities and differences amongst their peers;</li> <li>Talk about the things they and their friends are good at;</li> <li>Spot similarities and differences in</li> </ul>	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Explain what they should do if they feel unsafe;</li> <li>Recognise potential dangers and how to stay safe, inside and outside;</li> <li>Learn the importance of keeping safe around medicines and unknown products.</li> </ul> <p>Lesson 1: People who help me and keep me safe.</p> <ul style="list-style-type: none"> <li>Name key relatives/care givers at home and those who care for them in their education settings;</li> <li>Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say</li> </ul>	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Learn about taking ownership of their own health;</li> <li>Describe ways in which they can help others and why they would do so;</li> <li>Take care of their home, their learning environment and the natural environment.</li> </ul> <p>Lesson 1: Looking after myself.</p> <ul style="list-style-type: none"> <li>Talk about how healthy food and keeping clean can help our bodies;</li> <li>Name some healthy foods;</li> <li>Try new experiences.</li> </ul>	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Talk about healthy choices and activities;</li> <li>Develop resilience and persistence in their learning;</li> <li>Working cooperatively with others when faced with a challenge.</li> </ul> <p>Lesson 1: What does my body need.</p> <ul style="list-style-type: none"> <li>Name what their bodies need for energy (food, water, exercise, sleep);</li> <li>Describe how they feel when they don't have enough food, water, exercise or sleep;</li> <li>Make healthy choices independently, in</li> </ul>	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Talk about change in the environment;</li> <li>Describe the changes in babies, young animals and plants as they grow;</li> <li>Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.</li> </ul> <p>Lesson 1: Growing and changing in nature.</p> <ul style="list-style-type: none"> <li>Describe seasonal changes;</li> <li>Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot;</li> <li>Describe the life cycle of an animal.</li> </ul> <p>Lesson 2: When I was a baby.</p>



	<ul style="list-style-type: none"> <li>● Talk about similarities and differences;</li> <li>● Name special people in their lives;</li> <li>● Describe different feelings;</li> <li>● Identify who can help if they are sad, worried or scared;</li> <li>● Identify ways to help others or themselves if they are sad or worried.</li> </ul> <p>Lesson 1: All about me.</p> <ul style="list-style-type: none"> <li>● Talk about their own interests;</li> <li>● Talk about their families;</li> <li>● Talk about how they are the same or different to others.</li> </ul> <p>Lesson 2: What makes me special.</p> <ul style="list-style-type: none"> <li>● Share their favourite interests and objects;</li> <li>● Talk about themselves positively;</li> <li>● Listen to what others say and respond.</li> </ul> <p>Lesson 3: Me and my special people.</p>	<ul style="list-style-type: none"> <li>● Be sensitive towards others and celebrate what makes each person unique;</li> <li>● Recognise that we can have things in common with others;</li> <li>● Use speaking and listening skills to learn about the lives of their peers;</li> <li>● Know the importance of showing care and kindness towards others;</li> <li>● Demonstrate skills in building friendships and cooperation.</li> </ul> <p>Lesson 1: I'm special, you're special.</p> <ul style="list-style-type: none"> <li>● Describe their own positive attributes;</li> <li>● Share their likes and dislikes;</li> <li>● Listen to and respect the ideas of others.</li> </ul> <p>Lesson 2: Same and different.</p> <ul style="list-style-type: none"> <li>● Recognise the similarities and differences amongst their peers;</li> <li>● Discuss why differences should be celebrated;</li> <li>● Retell a story.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about how to keep their bodies healthy and safe;</li> <li>● Name ways to stay safe around medicines;</li> <li>● Know how to stay safe in their home, classroom and outside;</li> <li>● Know age-appropriate ways to stay safe online;</li> <li>● Name adults in their lives and those in their community who keep them safe.</li> </ul> <p>Lesson 1: What's safe to go onto my body.</p> <ul style="list-style-type: none"> <li>● Name things that keep their bodies safe;</li> <li>● Name things that keep their bodies clean and protected;</li> <li>● Think about how to recognise things that might not be safe.</li> </ul> <p>Lesson 2: Keeping myself safe - what's safe to go into my body (including medicines)</p> <ul style="list-style-type: none"> <li>● Make safe decisions about items they don't recognise;</li> <li>● Talk about what our bodies need to stay well;</li> <li>● Name the safe ways to store medicine</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that they can make a difference;</li> <li>● Identify how they can care for their home, school and special people;</li> <li>● Talk about how they can make an impact on the natural world;</li> <li>● Talk about similarities and differences between themselves;</li> <li>● Demonstrate building relationships with friends.</li> </ul> <p>Lesson 1: Looking after my special people.</p> <ul style="list-style-type: none"> <li>● Name the special people in their lives;</li> <li>● Understand that our special people can be different to those of others.</li> </ul> <p>Lesson 2: Looking after my friends.</p> <ul style="list-style-type: none"> <li>● Talk about why friends are important and how they help us;</li> <li>● Identify ways to care for a friend in need;</li> <li>● Identify ways to help others in their community.</li> </ul>	<ul style="list-style-type: none"> <li>● Feel resilient and confident in their learning;</li> <li>● Name and discuss different types of feelings and emotions;</li> <li>● Learn and use strategies or skills in approaching challenges;</li> <li>● Understand that they can make healthy choices;</li> <li>● Name and recognise how healthy choices can keep us well.</li> </ul> <p>Lesson 1: Bouncing back when things go wrong.</p> <ul style="list-style-type: none"> <li>● Share an experience where they haven't achieved their goal;</li> <li>● Develop their confidence and resilience towards having a growth mindset;</li> <li>● Name a strategy to overcome a hurdle.</li> </ul> <p>Lesson 2: Yes, I can!</p> <ul style="list-style-type: none"> <li>● Share an experience where they haven't achieved their goal.</li> <li>● Develop their confidence and resilience towards having a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that there are changes in nature and humans;</li> <li>● Name the different stages in childhood and growing up;</li> <li>● Understand that babies are made by a man and a woman;</li> <li>● Use the correct vocabulary when naming the different parts of the body;</li> <li>● Know how to keep themselves safe.</li> </ul> <p>Lesson 1: Seasons.</p> <ul style="list-style-type: none"> <li>● Name the different seasons and describe their differences;</li> <li>● Explain the changes that occur as seasons change;</li> <li>● Talk about how they have grown in resilience.</li> </ul> <p>Lesson 2: Life stages - plants, animals, humans.</p> <ul style="list-style-type: none"> <li>● To understand that animals and humans change in appearance over time;</li> <li>● Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</li> </ul>
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	<ul style="list-style-type: none"> <li>● Talk about the important people in their lives;</li> <li>● Understand that we have different special people;</li> <li>● Name key people outside of families that care for them.</li> </ul> <p>Lesson 4: Who can help me?</p> <ul style="list-style-type: none"> <li>● Talk about when they might feel unsafe or unhappy;</li> <li>● Name the people who will help them;</li> <li>● Notice when a friend is in need at school and help them.</li> </ul> <p>Lesson 5: My feelings.</p> <ul style="list-style-type: none"> <li>● Describe different emotions;</li> <li>● Explore how we feel at certain times or events;</li> <li>● Identify ways to change feelings and calm down.</li> </ul> <p>Lesson 6: My feelings (2)</p> <ul style="list-style-type: none"> <li>● Identify events that can make a person feel sad;</li> <li>● Suggest ways in which they can help a friend who is sad;</li> <li>● Choose ways to help themselves</li> </ul>	<p>Lesson 3: Same and different families.</p> <ul style="list-style-type: none"> <li>● Talk about their family, customs and traditions;</li> <li>● Listen to others talk about their experiences;</li> <li>● Compare their own experiences with those of others.</li> </ul> <p>Lesson 4: Same and different homes.</p> <ul style="list-style-type: none"> <li>● Recognise the similarities and differences between their home and those of others;</li> <li>● Talk about what makes their home feel special and safe;</li> <li>● Be sensitive towards others.</li> </ul> <p>Lesson 5: Kind and caring (1)</p> <ul style="list-style-type: none"> <li>● Suggest ways in which we can be kind towards others;</li> <li>● Demonstrate skills in cooperation with others</li> </ul> <p>Lesson 6: Kind and caring (2)</p> <ul style="list-style-type: none"> <li>● Show friendly behaviour towards a peer;</li> <li>● Build relationships with others.</li> </ul>	<p>and who can give it to children (adults).</p> <p>Lesson 3: Safe indoors and outdoors.</p> <ul style="list-style-type: none"> <li>● Name some hazards and ways to stay safe inside;</li> <li>● Name some hazards and ways to stay safe outside;</li> <li>● Show how to care for the safety of others.</li> </ul> <p>Lesson 4: Listening to my feelings (1)</p> <ul style="list-style-type: none"> <li>● Name the adults who they can ask for help from, and will keep them safe;</li> <li>● Recognise the feelings they have when they are unsafe;</li> <li>● Talk about keeping themselves safe, safe touches and consent.</li> </ul> <p>Lesson 5: Keeping safe online.</p> <ul style="list-style-type: none"> <li>● Share ideas about activities that are safe to do on electronic devices;</li> <li>● What to do and who to talk to if they feel unsafe online.</li> </ul> <p>Lesson 6: People who help to keep me safe.</p> <ul style="list-style-type: none"> <li>● Name the people in their lives who help to keep them safe;</li> </ul>	<p>Lesson 3: Being helpful at home and caring for our classroom.</p> <ul style="list-style-type: none"> <li>● Identify ways in which they help at home;</li> <li>● Recognise the importance of taking care of a shared environment;</li> <li>● Name ways in which they can look after their learning environment.</li> </ul> <p>Lesson 4: Caring for our world.</p> <ul style="list-style-type: none"> <li>● Think about what makes the world special and beautiful;</li> <li>● Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less;</li> <li>● Talk about what can happen to living things if the world is not cared for.</li> </ul> <p>Lesson 5: Looking after money (1): recognising, spending, using.</p> <ul style="list-style-type: none"> <li>● Recognise coins and other items relating to money;</li> <li>● Identify the uses of money.</li> </ul>	<ul style="list-style-type: none"> <li>● Name a strategy to overcome a hurdle.</li> </ul> <p>Lesson 3: Healthy eating (1)</p> <ul style="list-style-type: none"> <li>● Name and choose healthy foods and drink;</li> <li>● Understand there are some foods that are a “just sometimes” food or drink (eating in moderation)</li> <li>● Explain the jobs of different food groups.</li> </ul> <p>Lesson 4: Healthy eating (2)</p> <ul style="list-style-type: none"> <li>● Name and choose healthy foods and drink;</li> <li>● Understand there are some foods that are a “just sometimes” food or drink (eating in moderation)</li> <li>● Explain the jobs of different food groups.</li> </ul> <p>Lesson 5: Move your body.</p> <ul style="list-style-type: none"> <li>● Describe the changes in their body during exercise and what is happening to their body;</li> <li>● Explain how exercise can help us stay well - physically and mentally;</li> <li>● Name some ways to keep their body fit and well.</li> </ul>	<ul style="list-style-type: none"> <li>● Make observations and ask questions about living things</li> <li>● Retell a story and respond to questions about it.</li> <li>● Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>● Talk about their own experience of growing up.</li> </ul> <p>Lesson 3: Where do babies come from?</p> <ul style="list-style-type: none"> <li>● Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy.</li> <li>● Understand that every family is different.</li> <li>● Talk about similarities and differences between themselves and others.</li> </ul> <p>Lesson 4: Getting bigger.</p> <ul style="list-style-type: none"> <li>● Talk about how they have changed as they have grown.</li> <li>● Explain the differences between babies, children, and adults.</li> <li>● Understand that we are all unique.</li> </ul>
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	when they feel sad.		<ul style="list-style-type: none"> <li>Name people in their community who help to keep them safe;</li> <li>Talk about ways to keep themselves safe in their environment.</li> </ul>	Lesson 6: Looking after money (2): saving money and keeping it safe. <ul style="list-style-type: none"> <li>Talk about why it's important to keep money safe;</li> <li>Identify ways to save money;</li> <li>Talk about why we save money.</li> </ul>	Lesson 6: A good night's sleep. <ul style="list-style-type: none"> <li>Understand why our body needs sleep;</li> <li>Talk about their own bedtime routine;</li> <li>Suggest ways to have a calm evening and bedtime routine.</li> </ul>	Lesson 5: Me and my body - girls and boys. <ul style="list-style-type: none"> <li>Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>Explain which parts of their body are kept private and safe and why.</li> <li>Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>
	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Year 1</b>	Lesson 1: Why we have classroom rules. <ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these.</li> </ul> Lesson 2: How are you listening? <ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul> Lesson 3: Thinking about feelings.	Lesson 1: Same or different? <ul style="list-style-type: none"> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> </ul> Lesson 2: Unkind, tease or bully? <ul style="list-style-type: none"> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> </ul> Lesson 3: Harold's school rules. <ul style="list-style-type: none"> <li>Explain some of their school rules and how those</li> </ul>	Lesson 1: Super sleep. <ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> </ul> Lesson 2: Who can help? (1) <ul style="list-style-type: none"> <li>Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>Identify people who can help them when they feel unsafe.</li> </ul> Lesson 3: Good or bad touches? <ul style="list-style-type: none"> <li>Understand and learn the PANTS rules;</li> <li>Name and know which parts should be private;</li> </ul>	Lesson 1: Harold has a bad day. <ul style="list-style-type: none"> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul> Lesson 2: Around and about the school. <ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Recognise who cares for and looks after the school environment.</li> </ul> Lesson 3: Taking care of something. <ul style="list-style-type: none"> <li>Demonstrate responsibility in looking after something (e.g. a class pet or</li> </ul>	Lesson 1: I can eat a rainbow. <ul style="list-style-type: none"> <li>Recognise the importance of fruit and vegetables in their daily diet;</li> <li>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul> Lesson 2: Eat well. <ul style="list-style-type: none"> <li>Recognise that they may have different tastes in food to others;</li> <li>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul>	Lesson 1: Healthy me. <ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and air (oxygen);</li> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> </ul> Lesson 2: Then and now. <ul style="list-style-type: none"> <li>Identify things they could do as a baby, a toddler and can do now;</li> <li>Identify the people who help/helped them at those different stages.</li> </ul> Lesson 3: Taking care of a baby. <ul style="list-style-type: none"> <li>Identify things they could do as a baby, a toddler and can do now;</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</li> </ul> <p>Lesson 4: Our feelings.</p> <ul style="list-style-type: none"> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave;</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul> <p>Lesson 5: Feelings and bodies.</p> <ul style="list-style-type: none"> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> </ul> <p>Lesson 6: Good friends.</p> <ul style="list-style-type: none"> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> </ul>	<p>rules help to keep everybody safe.</p> <p>Lesson 4: It's not fair!</p> <ul style="list-style-type: none"> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others.</li> </ul> <p>Lesson 5: Who are our special people?</p> <ul style="list-style-type: none"> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> </ul> <p>Lesson 6: Our special people balloons.</p> <ul style="list-style-type: none"> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between appropriate and inappropriate touch;</li> <li>Understand that they have the right to say "no" to unwanted touch;</li> <li>Start thinking about who they trust and who they can ask for help.</li> </ul> <p>Lesson 4: Sharing pictures.</p> <ul style="list-style-type: none"> <li>Start thinking about how to stay safe online, including safety around sharing images;</li> <li>Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul> <p>Lesson 5: What could Harold do?</p> <ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul> <p>Lesson 6: Harold loses Geoffrey.</p> <ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with loss.</li> </ul>	<p>plant);</p> <ul style="list-style-type: none"> <li>Explain the importance of looking after things that belong to themselves or to others.</li> </ul> <p>Lesson 4: Harold's money.</p> <ul style="list-style-type: none"> <li>Explain where people get money from;</li> <li>List some of the things that money may be spent on in a family home.</li> </ul> <p>Lesson 5: How should we look after our money?</p> <ul style="list-style-type: none"> <li>Recognise that different notes and coins have different monetary value;</li> <li>Explain the importance of keeping money safe;</li> <li>Identify safe places to keep money;</li> <li>Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).</li> </ul> <p>Lesson 6: Basic first aid.</p> <ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul>	<p>Lesson 3: Harold's wash up and brush up.</p> <ul style="list-style-type: none"> <li>Recognise the importance of regular hygiene routines;</li> <li>Sequence personal hygiene routines into a logical order.</li> </ul> <p>Lesson 4: Catch it! Bin it! Kill it!</p> <ul style="list-style-type: none"> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases.</li> </ul> <p>Lesson 5: Harold learns to ride his bike.</p> <ul style="list-style-type: none"> <li>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> </ul> <p>Lesson 6: Pass on the praise!</p> <ul style="list-style-type: none"> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> </ul>	<ul style="list-style-type: none"> <li>Identify the people who help/helped them at those different stages.</li> </ul> <p>Lesson 4: Who can help? (2)</p> <ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying;</li> <li>Give examples of what they can do if they experience or witness bullying;</li> <li>Say who they could get help from in a bullying situation.</li> </ul> <p>Lesson 5: Surprises and secrets.</p> <ul style="list-style-type: none"> <li>Explain the difference between a secret and a nice surprise;</li> <li>Identify situations as being secrets or surprises;</li> <li>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul> <p>Lesson 6: Keeping privates private.</p> <ul style="list-style-type: none"> <li>Identify parts of the body that are private;</li> <li>Describe ways in which private parts can be kept private;</li> <li>Identify people they can talk to about their private parts.</li> </ul>
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					<ul style="list-style-type: none"> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul> <p>Lesson 7: Inside my wonderful body! (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>Understand and explain the simple bodily processes associated with them.</li> </ul>	
	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Year 2</b>	<p>Lesson1: Our ideal classroom (1)</p> <ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> </ul> <p>Lesson 2:Our ideal classroom (2) (OPTIONAL)</p> <ul style="list-style-type: none"> <li>The conventions of courtesy and manners.</li> </ul> <p>Lesson 3: How are you feeling today?</p> <ul style="list-style-type: none"> <li>Use a range of words to describe feelings;</li> <li>Recognise that</li> </ul>	<p>Lesson 1: What makes us who we are?</p> <ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> </ul> <p>Lesson 2: My special people.</p> <ul style="list-style-type: none"> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> </ul> <p>Lesson 3: How do we make others feel?</p> <ul style="list-style-type: none"> <li>Recognise and explain how a person's behaviour</li> </ul>	<p>Lesson 1: Harold's picnic.</p> <ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety about medicines and their use.</li> </ul> <p>Lesson 2: How safe would you feel?</p> <ul style="list-style-type: none"> <li>Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe</li> </ul>	<p>Lesson 1: Getting on with others.</p> <ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> </ul> <p>Lesson 2: When I feel like erupting.</p> <ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul> <p>Lesson 3: Feeling safe.</p> <ul style="list-style-type: none"> <li>Identify special people in the school and community who can keep them safe;</li> <li>Know how to ask for help.</li> </ul>	<p>Lesson 1: You can do it!</p> <ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mind set strategies to their own learning.</li> </ul> <p>Lesson 2: My day</p> <ul style="list-style-type: none"> <li>Understand and give examples of</li> </ul>	<p>Lesson 1: A helping hand.</p> <ul style="list-style-type: none"> <li>Demonstrate simple ways of giving positive feedback to others.</li> </ul> <p>Lesson 2: Sam moves house.</p> <ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul> <p>Lesson 3: Haven't you grown?</p> <ul style="list-style-type: none"> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different</li> </ul>

	<p>people have different ways of expressing their feelings;</p> <ul style="list-style-type: none"> <li>Identify helpful ways of responding to other's feelings.</li> </ul> <p>Lesson 4: Let's all be happy.</p> <ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul> <p>Lesson 5: Being a good friend.</p> <ul style="list-style-type: none"> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> </ul> <p>Lesson 6: Types of bullying.</p> <ul style="list-style-type: none"> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that there are different types of bullying and unkind behaviour;</li> </ul>	<p>can affect other people.</p> <p>Lesson 4: When someone is feeling left out.</p> <ul style="list-style-type: none"> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> </ul> <p>Lesson 5: An act of kindness.</p> <ul style="list-style-type: none"> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> </ul> <p>Lesson 6: Solve the problem.</p> <ul style="list-style-type: none"> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring</li> </ul>	<p>situations including who they could ask for help.</p> <p>Lesson 3: What should Harold say?</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Lesson 4: I don't like that!</p> <ul style="list-style-type: none"> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul> <p>Lesson 5: Fun or not?</p> <ul style="list-style-type: none"> <li>Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>Know that they can ask someone to stop touching them;</li> <li>Identify who they can talk to if</li> </ul>	<p>Lesson 4: Playing games.</p> <ul style="list-style-type: none"> <li>Know the importance of keeping personal information private, when online and only talking to people they know in real life;</li> <li>Know that they can tell an adult they trust if anything happens that makes them worried.</li> </ul> <p>Lesson 5: Harold saves for something special.</p> <ul style="list-style-type: none"> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> </ul> <p>Lesson 6: Harold goes camping (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and</li> </ul>	<p>things they can choose themselves and things that others choose for them;</p> <ul style="list-style-type: none"> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul> <p>Lesson 3: Harold's postcard - helping us to keep clean and healthy.</p> <ul style="list-style-type: none"> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> </ul> <p>Lesson 4: Harold's bathroom.</p> <ul style="list-style-type: none"> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> </ul> <p>Lesson 5: What does my body do?</p> <ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs,</li> </ul>	<p>stages.</p> <p>Lesson 4: My body, your body.</p> <ul style="list-style-type: none"> <li>Identify which parts of our body are private;</li> <li>Explain that our genitals help us make babies when we are older;</li> <li>Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul> <p>Lesson 5: Respecting privacy.</p> <ul style="list-style-type: none"> <li>Explain what privacy means;</li> <li>Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>Give examples of different types of private information.</li> </ul> <p>Lesson 6: Some secrets should never be kept.</p> <ul style="list-style-type: none"> <li>Identify how inappropriate touch can make someone feel;</li> <li>Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way</li> </ul>
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	<ul style="list-style-type: none"> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> </ul> <p>Lesson 7: Don't do that!</p> <ul style="list-style-type: none"> <li>Understand and describe strategies for dealing with bullying;</li> <li>Rehearse and demonstrate some of these strategies.</li> </ul> <p>Lesson 8: Bullying or teasing? (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>Identify situations as to whether they are incidents of teasing or bullying.</li> </ul>	<p>negotiation skills to help foster and maintain positive relationships.</p>	<p>someone touches them in a way that makes them feel uncomfortable.</p> <p>Lesson 6: Should I tell?</p> <ul style="list-style-type: none"> <li>Identify safe secrets (including surprises) and unsafe secrets;</li> <li>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>	<p>understand the reasons why people (including themselves) might do this.</p> <p>Lesson 7: How can we look after our environment?</p> <ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>	<p>stomach, small and large intestines, brain);</p> <ul style="list-style-type: none"> <li>Describe how food, water and air get into the body and blood.</li> </ul> <p>Lesson 6: My body needs... (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health.</li> </ul> <p>Lesson 7: Basic first aid.</p> <ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul>	<p>that they don't like they have to tell someone in their safety network so they can help it stop.</p>
	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Year 3</b>	<p>Lesson 1: As a rule.</p> <ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest</li> </ul>	<p>Lesson 1: Respect and challenge.</p> <ul style="list-style-type: none"> <li>Reflect on listening skills;</li> <li>Give examples of respectful language;</li> <li>Give examples of how to challenge another's</li> </ul>	<p>Lesson 1: Safe or unsafe?</p> <ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe;</li> <li>Identify people who can help if a situation is unsafe;</li> <li>Suggest strategies for keeping safe.</li> </ul> <p>Lesson 2: Danger or risk?</p>	<p>Lesson 1: Helping each other to stay safe.</p> <ul style="list-style-type: none"> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways they can help these people.</li> </ul>	<p>Lesson 1: Derek cooks dinner!</p> <ul style="list-style-type: none"> <li>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the</li> </ul>	<p>Lesson 1: Relationship Tree.</p> <ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> </ul> <p>Lesson 2: Body space.</p> <ul style="list-style-type: none"> <li>Understand what is</li> </ul>

	<p>appropriate rules for a range of settings;</p> <ul style="list-style-type: none"> <li>Consider the possible consequences of breaking the rules.</li> </ul> <p>Lesson 2: Looking after our special people.</p> <ul style="list-style-type: none"> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> </ul> <p>Lesson 3: How can we solve this problem?</p> <ul style="list-style-type: none"> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul> <p>Lesson 4: Tangram team challenge (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Define and demonstrate cooperation and collaboration;</li> <li>Identify the different skills that people can bring to a group task;</li> <li>Demonstrate how working together in a collaborative manner can help</li> </ul>	<p>viewpoint, respectfully.</p> <p>Lesson 2: Family and friends.</p> <ul style="list-style-type: none"> <li>Recognise that there are many different types of family;</li> <li>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul> <p>Lesson 3: My community.</p> <ul style="list-style-type: none"> <li>Define the term 'community';</li> <li>Identify the different communities that they belong to;</li> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul> <p>Lesson 4: Our friends and neighbours.</p> <ul style="list-style-type: none"> <li>Explain that people living in the UK have different origins;</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Identify some of the qualities that people from a</li> </ul>	<ul style="list-style-type: none"> <li>Define the words danger and risk and explain the difference between the two;</li> <li>Demonstrate strategies for dealing with a risky situation.</li> </ul> <p>Lesson 3: The Risk Robot.</p> <ul style="list-style-type: none"> <li>Identify risk factors in given situations;</li> <li>Suggest ways of reducing or managing those risks.</li> </ul> <p>Lesson 4: Super Searcher.</p> <ul style="list-style-type: none"> <li>Evaluate the validity of statements relating to online safety;</li> <li>Recognise potential risks associated with browsing online;</li> <li>Give examples of strategies for safe browsing online.</li> </ul> <p>Lesson 5: Help or harm?</p> <ul style="list-style-type: none"> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul> <p>Lesson 6: Alcohol and cigarettes: the facts.</p> <ul style="list-style-type: none"> <li>Identify some key risks from and effects of cigarettes and alcohol;</li> <li>Know that most people choose not</li> </ul>	<p>Lesson 2: Recount task.</p> <ul style="list-style-type: none"> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language.</li> </ul> <p>Lesson 3: Our helpful volunteers.</p> <ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify people who are volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul> <p>Lesson 4: Can Harold afford it?</p> <ul style="list-style-type: none"> <li>Understand the terms 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we</li> </ul>	<p>body;</p> <ul style="list-style-type: none"> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> </ul> <p>Lesson 2: Poorly Harold.</p> <ul style="list-style-type: none"> <li>Explain how some infectious illnesses are spread from one person to another;</li> <li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>Suggest medical and non-medical ways of treating an illness.</li> </ul> <p>Lesson 3: Body team work.</p> <ul style="list-style-type: none"> <li>Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul> <p>Lesson 4: For or against?</p> <ul style="list-style-type: none"> <li>Develop skills in discussion and debating an issue;</li> <li>Demonstrate their understanding of health and wellbeing issues</li> </ul>	<p>meant by the term body space (or personal space);</p> <ul style="list-style-type: none"> <li>Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>Rehearse strategies for when someone is inappropriately in their body space.</li> </ul> <p>Lesson 3: None of your business!</p> <ul style="list-style-type: none"> <li>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;</li> <li>Recognise and describe appropriate behaviour online as well as offline;</li> <li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul> <p>Lesson 4: Secret or surprise.</p>
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	<p>everyone to achieve success.</p> <p>Lesson 5: Friends are special.</p> <ul style="list-style-type: none"> <li>Identify qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> <li>Rehearse and use, now or in the future, skills for making up again.</li> </ul> <p>Lesson 6: 'Thanks'</p> <ul style="list-style-type: none"> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practice explaining the thinking behind their ideas and opinions.</li> </ul> <p>Lesson 7: Dan's dare.</p> <ul style="list-style-type: none"> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>	<p>diverse range of backgrounds need in order to get on together.</p> <p>Lesson 5: Let's celebrate our differences.</p> <ul style="list-style-type: none"> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul> <p>Lesson 6: Zeb.</p> <ul style="list-style-type: none"> <li>Understand and explain some of the reasons why different people are bullied;</li> <li>Explore why people have prejudiced views and understand what this is.</li> </ul>	<p>to smoke cigarettes; (Social Norms message)</p> <ul style="list-style-type: none"> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul> <p>Lesson 7: Raisin Challenge (1) (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Demonstrate strategies for assessing risks;</li> <li>Understand and explain decision-making skills;</li> <li>Understand where to get help from when making decisions.</li> </ul>	<p>need to save for them;</p> <ul style="list-style-type: none"> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</li> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul> <p>Lesson 5: Earning money.</p> <ul style="list-style-type: none"> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul> <p>Lesson 6: Harold's environment project.</p> <ul style="list-style-type: none"> <li>Define what is meant by the environment</li> <li>Evaluate and explain different methods of</li> </ul>	<p>that are relevant to them;</p> <ul style="list-style-type: none"> <li>Empathise with different viewpoints;</li> <li>Make recommendations, based on their research.</li> </ul> <p>Lesson 5: I am fantastic!</p> <ul style="list-style-type: none"> <li>Identify their achievements and areas of development;</li> <li>Recognise that people may say kind things to help us feel good about ourselves;</li> <li>Explain why some groups of people are not represented as much on television/in the media.</li> </ul> <p>Lesson 6: Top talents.</p> <ul style="list-style-type: none"> <li>Explain some of the different talents and skills that people have and how skills are developed;</li> <li>Recognise their own skills and those of other children in the class.</li> </ul> <p>Lesson 7: Getting on with your nerves! (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Demonstrate how working together in a collaborative manner can help</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> <p>Lesson 5: My changing body.</p> <ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> </ul> <p>Lesson 6: Basic first aid.</p> <ul style="list-style-type: none"> <li>See link to external resources for further information.</li> </ul>
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	<p>Lesson 8: My special pet (OPTIONAL)</p> <ul style="list-style-type: none"> <li>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.</li> </ul>			<p>looking after the school environment</p> <ul style="list-style-type: none"> <li>Devise methods of promoting their priority method.</li> </ul> <p>Lesson 7: Let's have a tidy up (OPTIONAL)</p>	<p>everyone to achieve success;</p> <ul style="list-style-type: none"> <li>Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>	
	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Year 4</b>	<p>Lesson 1: Human machines.</p> <ul style="list-style-type: none"> <li>Demonstrate strategies for working on a collaborative task;</li> <li>Define successful qualities of teamwork and collaboration.</li> </ul> <p>Lesson 2: Ok or not ok? (1)</p> <ul style="list-style-type: none"> <li>Explain what we mean by a 'positive, healthy relationship';</li> <li>Describe some of the qualities that they admire in others.</li> </ul> <p>Lesson 3: Ok or not ok? (2)</p> <ul style="list-style-type: none"> <li>Recognise that there are times when they might need to say 'no' to a friend;</li> <li>Describe appropriate</li> </ul>	<p>Lesson 1: Can you sort it?</p> <ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise';</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul> <p>Lesson 2: What would I do?</p> <ul style="list-style-type: none"> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise potential consequences of aggressive behaviour;</li> <li>Suggest strategies for dealing with someone who is</li> </ul>	<p>Lesson 1: Danger, risk or hazard?</p> <ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> </ul> <p>Lesson 2: How dare you!</p> <ul style="list-style-type: none"> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> </ul> <p>Lesson 3: Keeping ourselves safe.</p>	<p>Lesson 1: Who helps us stay healthy and safe?</p> <ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe;</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>Suggest ways they can help the people who keep them healthy and safe.</li> </ul> <p>Lesson 2: It's your right.</p> <ul style="list-style-type: none"> <li>Understand that humans have rights and also need to respect the rights of</li> </ul>	<p>Lesson 1: What makes me ME! (formerly Diversity World)</p> <ul style="list-style-type: none"> <li>Identify ways in which everyone is unique;</li> <li>Appreciate their own uniqueness;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul> <p>Lesson 2: Making choices.</p> <ul style="list-style-type: none"> <li>Give examples of choices they make for themselves and choices others make for them;</li> <li>Recognise that there are times when they will make the same choices as their friends and times</li> </ul>	<p>Lesson 1: Moving house</p> <ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>Suggest people who may be able to help them deal with change.</li> </ul> <p>Lesson 2: My feelings are all over the place!</p> <ul style="list-style-type: none"> <li>Name some positive and negative feelings;</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise</li> </ul> <p>Lesson 3: All change!</p>

	<p>assertive strategies for saying 'no' to a friend.</p> <p>Lesson 4: An email from Harold!</p> <ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> </ul> <p>Lesson 5: Different feelings.</p> <ul style="list-style-type: none"> <li>Identify a wide range of feelings;</li> <li>Recognise that different people can have different feelings in the same situation;</li> <li>Explain how feelings can be linked to physical state.</li> </ul> <p>Lesson 6: When feelings change (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Demonstrate a range of feelings through their facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have</li> </ul>	<p>behaving aggressively.</p> <p>Lesson 3: The people we share our world with.</p> <ul style="list-style-type: none"> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> </ul> <p>Lesson 4: That is such a stereotype!</p> <ul style="list-style-type: none"> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul> <p>Lesson 5: Friend or acquaintance?</p> <ul style="list-style-type: none"> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>Give examples of features of these different types of relationships,</li> </ul>	<ul style="list-style-type: none"> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> </ul> <p>Lesson 4: Raisin Challenge (2)</p> <ul style="list-style-type: none"> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul> <p>Lesson 5: Picture Wise.</p> <ul style="list-style-type: none"> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> </ul> <p>Lesson 6: Medicines: check the label</p> <ul style="list-style-type: none"> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking a</li> </ul>	<ul style="list-style-type: none"> <li>other;</li> <li>Identify some rights and also need to respect the rights of others that come with these rights.</li> </ul> <p>Lesson 3: How do we make a difference?</p> <ul style="list-style-type: none"> <li>Understand the reason we have rules;</li> <li>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>Recognise that everyone can make a difference within a democratic process.</li> </ul> <p>Lesson 4: In the news!</p> <ul style="list-style-type: none"> <li>Define the word influence;</li> <li>Recognise that reports in the media can influence the way they think about an topic;</li> <li>Form and present their own opinions based on factual information and express or present these in a</li> </ul>	<p>when they will choose differently.</p> <p>Lesson 3: SCARF hotel (formerly Diversity World Hotel)</p> <ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> </ul> <p>Lesson 4: Harold's Seven Rs</p> <ul style="list-style-type: none"> <li>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul> <p>Lesson 5: My school community (1)</p> <ul style="list-style-type: none"> <li>Define what is</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> <li>Understand and explain why puberty happens.</li> </ul> <p>Lesson 4: Preparing for changes at puberty (formerly Period positive)</p> <ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that periods are a normal part of puberty for girls;</li> <li>Identify some of the ways they can cope better with periods.</li> </ul> <p>Lesson 5: Secret or surprise?</p> <ul style="list-style-type: none"> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them</li> </ul>
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	<p>further information.</p> <p>Lesson 7: Under pressure.</p> <ul style="list-style-type: none"> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<p>including how they influence what is shared.</p> <p>Lesson 6: Islands.</p> <ul style="list-style-type: none"> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>	<p>medicine when unwell;</p> <ul style="list-style-type: none"> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul> <p>Lesson 7: Know the norms (formerly Tell Mark II) (OPTIONAL)</p> <ul style="list-style-type: none"> <li>• Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> </ul> <p>Lesson 8: Traffic lights (OPTIONAL)</p> <ul style="list-style-type: none"> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe behaviours when using communication technology.</li> </ul>	<p>respectful and courteous manner.</p> <p>Lesson 5: Safety in numbers</p> <ul style="list-style-type: none"> <li>• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>• Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul> <p>Lesson 6: Harold's expenses (OPTIONAL)</p> <ul style="list-style-type: none"> <li>• Define the terms 'income' and 'expenditure';</li> <li>• List some of the items and services of expenditure in the school and in the home;</li> <li>• Prioritise items of expenditure in the home from most essential to least essential.</li> </ul> <p>Lesson 7: Why pay taxes?</p> <ul style="list-style-type: none"> <li>• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>• Understand how a payslip is laid out showing both pay and deductions;</li> </ul>	<p>meant by the word 'community';</p> <ul style="list-style-type: none"> <li>• Suggest ways in which different people support the school community;</li> <li>• Identify qualities and attributes of people who support the school community.</li> </ul> <p>Lesson 6: Basic first aid.</p> <ul style="list-style-type: none"> <li>• See link to external resources for further information</li> </ul>	<p>feel uncomfortable or unsafe.</p> <p>Lesson 6: Together.</p> <ul style="list-style-type: none"> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>
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				<ul style="list-style-type: none"> <li>Prioritise public services from most essential to least essential.</li> </ul> <p>Lesson 8: Logo quiz (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>Understand and explain the value of this work.</li> </ul>		
	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Year 5</b>	<p>Lesson 1: Collaboration Challenge!</p> <ul style="list-style-type: none"> <li>Explain what collaboration means;</li> <li>Give examples of how they have worked collaboratively</li> <li>Describe the attributes needed to work collaboratively</li> </ul> <p>Lesson 2: Give and take.</p> <ul style="list-style-type: none"> <li>Explain what is meant by the terms negotiation and compromise;</li> <li>Describe strategies for resolving difficult issues or situations.</li> </ul>	<p>Lesson 1: Qualities of friendship.</p> <ul style="list-style-type: none"> <li>Define some key qualities of friendship;</li> <li>Describe ways of making a friendship last;</li> <li>Explain why friendships sometimes end.</li> </ul> <p>Lesson 2: Kind conversations.</p> <ul style="list-style-type: none"> <li>Rehearse active listening skills;</li> <li>Demonstrate respectfulness in responding to others;</li> <li>Respond appropriately to others.</li> </ul> <p>Lesson 3: Happy being me.</p>	<p>Lesson 1: Spot bullying</p> <ul style="list-style-type: none"> <li>Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>Demonstrate strategies and skills for supporting others who are bullied;</li> <li>Recognise and describe the difference between online and face-to-face bullying.</li> </ul> <p>Lesson 2: Play, Like, Share.</p> <ul style="list-style-type: none"> <li>Reflect on what information they share offline and online;</li> <li>Recognise that people aren't</li> </ul>	<p>Lesson 1: What's the story?</p> <ul style="list-style-type: none"> <li>Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>Express their opinions on an issue concerning health and wellbeing;</li> <li>Make recommendation s on an issue concerning health and wellbeing.</li> </ul> <p>Lesson 2: Fact or opinion?</p> <ul style="list-style-type: none"> <li>Understand the difference between a fact and an opinion;</li> </ul>	<p>Lesson 1: It all adds up!</p> <ul style="list-style-type: none"> <li>Know the basic functions of the four systems covered and know they are inter-related.</li> <li>Explain the function of at least one internal organ.</li> <li>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> </ul> <p>Lesson 2: Different skills.</p> <ul style="list-style-type: none"> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and describe</li> </ul>	<p>Lesson 1: How are they feeling?</p> <ul style="list-style-type: none"> <li>Use a range of words and phrases to describe the intensity of different feelings;</li> <li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>Explain strategies they can use to build resilience.</li> </ul> <p>Lesson 2: Taking notice of our feelings.</p> <ul style="list-style-type: none"> <li>Identify people who can be trusted;</li> <li>Describe strategies for dealing with</li> </ul>

	<p>Lesson 3: Communication (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Understand that online communication can be misinterpreted;</li> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul> <p>Lesson 4: How good a friend are you?</p> <ul style="list-style-type: none"> <li>Demonstrate how to respond to a wide range of feelings in others;</li> <li>Give examples of some key qualities of friendship;</li> <li>Reflect on their own friendship qualities.</li> </ul> <p>Lesson 5: Relationship cake recipe.</p> <ul style="list-style-type: none"> <li>Identify what things make a relationship unhealthy;</li> <li>Identify who they could talk to if they needed help.</li> </ul> <p>Lesson 6: Our emotional needs.</p> <ul style="list-style-type: none"> <li>Recognise basic emotional needs,</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>Understand the importance of respecting others, even when they are different from themselves.</li> </ul> <p>Lesson 4: The land of the Red People.</p> <ul style="list-style-type: none"> <li>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul> <p>Lesson 5: Is it true?</p> <ul style="list-style-type: none"> <li>Understand that the information we see online either text or images, is not always true or accurate;</li> </ul>	<p>always who they say they are online;</p> <ul style="list-style-type: none"> <li>Know how to protect personal information online.</li> </ul> <p>Lesson 3: Decision dilemmas.</p> <ul style="list-style-type: none"> <li>Recognise which situations are risky;</li> <li>Explore and share their views about decision making when faced with a risky situation;</li> <li>Suggest what someone should do when faced with a risky situation.</li> </ul> <p>Lesson 4: Ella's diary dilemma.</p> <ul style="list-style-type: none"> <li>Define what is meant by a dare;</li> <li>Explain why someone might give a dare;</li> <li>Suggest ways of standing up to someone who gives a dare.</li> </ul> <p>Lesson 5: Jay's dilemma (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Recognise that there are positive and negative risks;</li> <li>Explain how to weigh up risk factors when making a decision;</li> <li>Describe some of the possible outcomes of taking a risk.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what biased reporting is and the need to think critically about things we read.</li> </ul> <p>Lesson 3: Mo makes a difference.</p> <ul style="list-style-type: none"> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Give examples of voluntary groups, the kind of work they do and its value.</li> </ul> <p>Lesson 4: Rights, respect and duties.</p> <ul style="list-style-type: none"> <li>Define the differences between respect, rights and duties;</li> <li>Discuss what can make them difficult to follow;</li> <li>Identify the impact on individuals and the wider community if duties are not carried out.</li> </ul> <p>Lesson 5: Spending wisely.</p> <ul style="list-style-type: none"> <li>State the costs involved in producing and selling an item;</li> <li>Suggest questions a consumer</li> </ul>	<p>strategies for achieving those improvements.</p> <p>Lesson 3: My school community (2)</p> <ul style="list-style-type: none"> <li>State what is meant by community;</li> <li>Explain what being part of a school community means to them;</li> <li>Suggest ways of improving the school community.</li> </ul> <p>Lesson 4: Independence and responsibility.</p> <ul style="list-style-type: none"> <li>Identify people who are responsible for helping them stay healthy and safe;</li> <li>Identify ways that they can help these people.</li> </ul> <p>Lesson 5: Star qualities.</p> <ul style="list-style-type: none"> <li>Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>Describe 'star' qualities that 'ordinary' people have.</li> </ul>	<p>situations in which they would feel uncomfortable.</p> <p>Lesson 3: Dear Ash.</p> <ul style="list-style-type: none"> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul> <p>Lesson 4: Growing up and changing bodies.</p> <ul style="list-style-type: none"> <li>Identify some products that they may need during puberty and why;</li> <li>Know what menstruation is and why it happens.</li> </ul> <p>Lesson 5: Changing bodies and feelings.</p> <ul style="list-style-type: none"> <li>Know the correct words for the external sexual organs;</li> <li>Discuss some of the myths associated with puberty.</li> </ul> <p>Lesson 6: Help, I'm a teenager...get me out of here!</p> <ul style="list-style-type: none"> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> </ul>
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	<p>understand that they change according to circumstance;</p> <ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul> <p>Lesson 7: Being assertive.</p> <ul style="list-style-type: none"> <li>Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>Understand and rehearse assertiveness skills.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</li> </ul> <p>Lesson 6: Stop, start stereotypes.</p> <ul style="list-style-type: none"> <li>Recognise that some people can get bullied because of the way they express their gender;</li> <li>Give examples of how bullying behaviours can be stopped.</li> </ul> <p>Lesson 7: It could happen to anyone (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>	<p>Lesson 6: Vaping: healthy or unhealthy?</p> <p>Lesson 7: Would you risk it?</p> <ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul> <p>Lesson 8: 'Thinking' about habit (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Explain what a habit is, giving examples;</li> <li>Describe why and how a habit can be hard to change.</li> </ul> <p>Lesson 9: Drugs: true or false? (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Understand some of the complexities of categorising drugs;</li> <li>Know that all medicines are drugs but not all drugs are medicines;</li> <li>Understand ways in which medicines can be helpful or</li> </ul>	<p>should ask before buying a product.</p> <p>Lesson 6: Lend us a fiver!</p> <ul style="list-style-type: none"> <li>Define the terms loan, credit, debt and interest;</li> <li>Suggest advice for a range of situations involving personal finance.</li> </ul> <p>Lesson 7: Local councils (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Explain some of the areas that local councils have responsibility for;</li> <li>Understand that local Councillors are elected to represent their local community.</li> </ul>	<p>Lesson 6: Basic first aid, including Sepsis Awareness.</p> <ul style="list-style-type: none"> <li>See link to external resources for further information</li> </ul> <p>Lesson 7: Getting fit (ARCHIVED)</p> <ul style="list-style-type: none"> <li>Know two harmful effects each of smoking/drinking alcohol;</li> <li>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health;</li> <li>Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul> <p>Lesson 7: Dear Hetty (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Explain how someone might feel when they are separated from someone or something they like;</li> <li>Suggest ways to help someone who is separated from someone or something they like.</li> </ul>
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			<p>harmful and used safely or unsafely.</p> <p>Lesson 10: Smoking: what is normal? (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul>			
	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>Year 6</b>	<p>Lesson 1: Working together.</p> <ul style="list-style-type: none"> <li>Demonstrate a collaborative approach to a task;</li> <li>Describe and implement the skills needed to do this.</li> </ul> <p>Lesson 2: Let's negotiate (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>Demonstrate positive strategies for negotiating and compromising within a</li> </ul>	<p>Lesson 1: Ok to be different.</p> <ul style="list-style-type: none"> <li>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>Suggest strategies for dealing with bullying, as a bystander;</li> <li>Describe positive attributes of their peers.</li> </ul> <p>Lesson 2: We have more in common than not.</p> <ul style="list-style-type: none"> <li>Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> </ul>	<p>Lesson 1: Think before you click!</p> <ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> </ul> <p>Lesson 2: It's a puzzle (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Identify strategies for keeping personal information safe online;</li> <li>Describe safe and respectful behaviours when using communication technology.</li> </ul> <p>Lesson 3: To share or not to share?</p>	<p>Lesson 1: Two sides to every story.</p> <ul style="list-style-type: none"> <li>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>Describe the language and techniques that make up a biased report;</li> <li>Analyse a report also extract the facts from it.</li> </ul> <p>Lesson 2: 'Fakebook' Friends.</p> <ul style="list-style-type: none"> <li>Know the legal age (and reason behind these) for having a social media account;</li> <li>Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> </ul>	<p>Lesson 1: This will be your life!</p> <ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul> <p>Lesson 2: Our recommendations.</p> <ul style="list-style-type: none"> <li>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul> <p>Lesson 3: What's the risk? (1)</p> <ul style="list-style-type: none"> <li>Identify risk factors in a given situation (involving alcohol);</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> </ul>	<p>Lesson 1: I look great!</p> <ul style="list-style-type: none"> <li>Understand that fame can be short-lived;</li> <li>Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> </ul> <p>Lesson 2: Media manipulation.</p> <ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>

	<p>collaborative task.</p> <p>Lesson 3: Solve the friendship problem.</p> <ul style="list-style-type: none"> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> </ul> <p>Lesson 4: Dan's day (OPTIONAL)</p> <ul style="list-style-type: none"> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> <li>• Suggest ways that people can respond more positively to others.</li> </ul> <p>Lesson 5: Behave yourself.</p> <ul style="list-style-type: none"> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways of offering support to someone who has been bullied.</li> </ul> <p>Lesson 3: Respecting differences.</p> <ul style="list-style-type: none"> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul> <p>Lesson 4: Tolerance and respect for others</p> <ul style="list-style-type: none"> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul> <p>Lesson 5: Advertising friendships!</p> <ul style="list-style-type: none"> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other</li> </ul>	<ul style="list-style-type: none"> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> </ul> <p>Lesson 4: Rat Park</p> <ul style="list-style-type: none"> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul> <p>Lesson 5: What sort of drug is...?</p> <ul style="list-style-type: none"> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul> <p>Lesson 3: What's it worth?</p> <ul style="list-style-type: none"> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term interest.</li> </ul> <p>Lesson 4: Jobs and taxes (OPTIONAL)</p> <ul style="list-style-type: none"> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul> <p>Lesson 4: What's the risk? (2)</p> <ul style="list-style-type: none"> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>• Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> </ul> <p>Lesson 5: Basic first aid.</p> <ul style="list-style-type: none"> <li>• See link to external resources for further information</li> </ul> <p>Lesson 6: Five Ways to Wellbeing project.</p> <ul style="list-style-type: none"> <li>• Explain what the five ways to wellbeing are;</li> <li>• Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul>	<p>Lesson 3: Pressure online.</p> <ul style="list-style-type: none"> <li>• Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul> <p>Lesson 4: Helpful or unhelpful? Managing change.</p> <ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> </ul> <p>Lesson 5: Is this normal?</p> <ul style="list-style-type: none"> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> </ul>
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	<p>situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Lesson 6: Assertiveness Skills.</p> <ul style="list-style-type: none"> <li>List some assertive behaviours;</li> <li>Recognise peer influence and pressure;</li> <li>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> </ul> <p>Lesson 7: Don't force me.</p> <ul style="list-style-type: none"> <li>Describe ways in which people show their commitment to each other;</li> <li>Know the ages at which a person can marry, depending on whether their parents agree.</li> </ul> <p>Lesson 8: Acting appropriately.</p> <ul style="list-style-type: none"> <li>Recognise that some types of physical contact can produce strong negative feelings;</li> </ul>	<p>types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Lesson 6: Boys will be boys? Challenging gender stereotypes.</p> <ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul>	<p>Lesson 6: Drugs: it's the law!</p> <ul style="list-style-type: none"> <li>Understand some of the basic laws in relation to drugs;</li> <li>Explain why there are laws relating to drugs in this country.</li> </ul> <p>Lesson 7: Alcohol: what is normal?</p> <ul style="list-style-type: none"> <li>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>Describe some of the effects and risks of drinking alcohol.</li> </ul> <p>Lesson 8: Joe's story (part 1) (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>Explain how these emotional needs impact on people's behaviour;</li> <li>Suggest positive ways that people can get their emotional need met.</li> </ul> <p>Lesson 9: Joe's story (part 2) (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Understand that with independence</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the different public services and compare their value.</li> </ul> <p>Lesson 5: Happy shoppers.</p> <ul style="list-style-type: none"> <li>Explain what is meant by living in an environmentally sustainable way;</li> <li>Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul> <p>Lesson 6: Action stations! (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul> <p>Lesson 7: Project Pitch (parts 1 &amp; 2) (OPTIONAL)</p> <ul style="list-style-type: none"> <li>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment;</li> </ul>		<ul style="list-style-type: none"> <li>Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>Understand what FGM is and that it is an illegal practice in this country;</li> <li>Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul> <p>Lesson 6: Making babies.</p> <ul style="list-style-type: none"> <li>Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>Know the legal age of consent and what it means.</li> </ul> <p>Lesson 7: What is HIV? (OPTIONAL)</p> <ul style="list-style-type: none"> <li>Explain how HIV affects the body's immune system;</li> <li>Understand that HIV is difficult to transmit;</li> <li>Know how a person can protect themselves from HIV.</li> </ul>
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	<ul style="list-style-type: none"> <li>Know that some inappropriate touch is also illegal.</li> </ul>		<p>comes responsibility</p> <ul style="list-style-type: none"> <li>Explain how these emotional needs impact on people's behaviour;</li> <li>Suggest positive ways that people can get their emotional needs met.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the skills to exercise these responsibilities.</li> </ul> <p>Lesson 8: Democracy in Britain 1 – Elections.</p> <ul style="list-style-type: none"> <li>Why and how rules and laws that protect them and others are made and enforced;</li> <li>Why different rules are needed in different situations and how to take part in making and changing rules;</li> <li>Begin to understand the way in which democracy in Britain works.</li> </ul> <p>Lesson 9: Democracy in Britain 2 - How (most) laws are made.</p> <ul style="list-style-type: none"> <li>Why and how rules and laws that protect them and others are made and enforced;</li> <li>Why different rules are needed in different situations and how to take part in making and changing rules.</li> </ul> <p>Lesson 10: Community art (OPTIONAL)</p>		
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