

## St Margaret's Prep PSHEE Whole School Curriculum Overview

	Autumn 1 – Me and my relationships	Autumn 2 – Rights and Respect	Spring 1 – Valuing Difference	Spring 2 – Being my best	Summer 1 – Keeping myself safe	Summer 1 – growing and changing
Nursery	<p><b>Marvellous me!</b> – Likes and dislikes. Similarities and differences.</p> <p><b>I'm special</b> – What makes us special? Who makes us feel special?</p> <p><b>People who are special to me.</b> - recognise that there are lots of different types of families.</p>	<p><b>Looking after myself</b> – exploring healthy foods, washing hands.</p> <p><b>Looking after others</b> – who are you thankful for? Friends and family.</p> <p><b>Looking after my environment</b> – Keeping our learning environment tidy. What areas of our school do we care for?</p>	<p><b>'Elmer'</b> the elephant book study...</p> <p><b>Me and my friends</b> – how are we different?</p> <p><b>Friends and family</b> – who is your family? How are families different? What is special about the people n your home?</p> <p><b>Including everyone</b> – how can we help people who have been left out?</p>	<p><b>'Giraffes can't dance'</b> book study.</p> <p><b>What does my body need?</b> – Discussing food, exercise and sleep.</p> <p><b>I can keep trying</b> - Discussing positive encouragement.</p> <p><b>I can do it!</b> – celebrating achievements.</p>	<p><b>People who help me and keep me safe</b> – discussing who helps us in school.</p> <p><b>Safety Indoors and Outdoors</b> – What do we wear when we go outside?</p> <p><b>What's safe to go into my body</b> – Discussing things around the house which are safe and unsafe.</p>	<p><b>Growing and changing in nature</b> – how does nature change with the seasons?</p> <p><b>When I was a baby</b> – sharing baby photos. How have we changed?</p> <p><b>Girls, boys and families</b> – how are boys and girls different and similar?</p>
Reception	<p><b>All about me</b> – talking about interests, families, similarities and differences.</p> <p><b>What makes me special</b> – Sharing interests, talking positively about ourselves.</p> <p><b>Me and my special people</b> – Discussing important people in our lives.</p> <p><b>Who can help me?</b> – When do we feel unsafe/unhappy? Who can help?</p> <p><b>My feelings</b> – Discussing different emotions.</p> <p><b>My feelings (2)</b> – Why do people feel sad? How can we help friends and ourselves when we feel sad?</p>	<p><b>Looking after my special people</b> - Who is special to us?</p> <p><b>Looking after my friends</b> – Why are friends important?</p> <p><b>Being helpful at home and caring for our classroom</b> – How can we help at school and at home?</p> <p><b>Caring for our world</b> – What is special and how can we care for it?</p> <p><b>Looking after money (1): recognising, spending, using</b> – recognising coins and discussing when money is used.</p> <p><b>Looking after money (2): saving money and keeping it safe</b> – Why might we save money? How can we save money?</p>	<p><b>I'm special, you're special</b> - celebrating success and sharing positive attributes.</p> <p><b>Same and different</b> – recognising and celebrating differences.</p> <p><b>Same and different families</b> – Discussing family customs and traditions.</p> <p><b>Same and different homes</b> – What makes home special and safe?</p> <p><b>I am caring</b> – How can we be kind to others?</p> <p><b>I am a friend</b>– cooperation and working together.</p>	<p><b>Bouncing back when things go wrong</b> - What is challenging? How can we overcome it?</p> <p><b>Yes, I can!</b> – Celebrating success.</p> <p><b>Healthy eating (1)</b> – Identify healthy foods and drinks and explore the jobs of different food groups.</p> <p><b>My Healthy Mind</b> - Identifying ways to support well-being and mental health.</p> <p><b>Move your body</b> – Exploring fun ways to move and exercise. What happens to our bodies when we exercise?</p> <p><b>A good night's sleep</b> – Talking about bedtime routines.</p>	<p><b>What's safe to go onto my body</b> – Discuss things that keep bodies safe and things that will harm them.</p> <p><b>Keeping Myself Safe - What's safe to go into my body (including medicines)</b> - What do we do when we don't recognise something? How can we store medicines safely?</p> <p><b>Safe indoors and outdoors</b> - identifying hazards inside and outside.</p> <p><b>Listening to my feelings</b> – Who can we ask for help when we don't feel safe? What are safe and unsafe touches?</p> <p><b>Keeping safe online</b> – Discussing safety on electronic devices.</p> <p><b>People who help to keep me safe</b> – Who helps me at home, at school and in my community?</p>	<p><b>Seasons</b> – Name the seasons and describe the differences.</p> <p><b>Life stages - plants, animals, humans</b> – understanding changes in appearance over time.</p> <p><b>Life Stages: Human life stage - who will I be?</b> – Talk about different stages of life (babies, children, teenagers, adults, older age)</p> <p><b>Where do babies come from?</b> – understanding that a baby is made by a woman and a man and that it grows inside a mother.</p> <p><b>Getting bigger</b> – How have we changed since we were babies?</p> <p><b>Me and my body - girls and boys</b> – Name parts of the body using correct vocabulary for boys and girls.</p>

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Year 1	<p><b>Why we have classroom rules</b> – to understand that rules keep us safe and help us learn.</p> <p><b>Thinking about feelings</b> – to recognise feelings of others using facial expressions and body language.</p> <p><b>Our feelings</b> – to identify a range of feelings and how they might make us behave.</p> <p><b>Feelings and bodies</b> – to recognise that peoples feelings and bodies can be hurt.</p> <p><b>Our special people balloons</b> – to recognise that we belong to different communities such as friends, families, school etc</p> <p><b>Good friends</b> – to identify the qualities of friendship.</p> <p><b>How are you listening?</b> – to demonstrate good listening skills. To give and receive positive feedback.</p>	<p><b>Harold's wash and brush up</b> – to recognise the importance of regular hygiene routines.</p> <p><b>Around and about the school</b> – to recognise what we like about the school. To recognise who cares for it.</p> <p><b>Taking care of something</b> – to recognise the importance of looking after something that belongs to someone else.</p> <p><b>Harold's money</b> – to understand where people may get money from and what they may spend it on.</p> <p><b>How should we look after our money?</b> – to identify safe places to keep money, to understand the concept of saving money.</p> <p><b>Basic first aid</b> – to learn how to make a call to emergency services.</p>	<p><b>Same or different?</b> - to celebrate differences.</p> <p><b>Unkind, tease or bully?</b> – to explain the difference between unkindness, teasing and bullying.</p> <p><b>Harold's school rules</b> – to explain some school rules and how they keep us safe.</p> <p><b>Who are our special people?</b> – to identify people who are special to us and explain why.</p> <p><b>It's not fair!</b> – to recognise what is fair and unfair, kind and unkind.</p>	<p><b>I can eat a rainbow</b> – to recognise the importance of fruits and vegetables in our diets.</p> <p><b>Eat well</b> – to recognise foods we need to eat more and less of.</p> <p><b>Catch it! Bin it! Kill it!</b> – to recognise simple strategies for stopping the spread of disease.</p> <p><b>Harold learns to ride his bike</b> – to recognise that learning new skills requires practice.</p> <p><b>Pass on the praise!</b> – to use good listening skills and to give and receive positive feedback.</p> <p><b>Harold has a bad day</b> – to recognise how a person's behaviour can affect other people.</p>	<p><b>Healthy me</b> – to understand that a body gets its energy from food and to recognise that exercise and sleep are part of a healthy lifestyle.</p> <p><b>Super sleep</b> – to identify simple bedtime routines that promote healthy sleep.</p> <p><b>Who can help? (1)</b> – to recognise emotions and physical feels associated with feeling unsafe.</p> <p><b>Harold loses Geoffrey</b> – to recognise the range of feelings that are associated with loss.</p> <p><b>What could Harold do?</b> – to recognise that medicines can make people feel better when they are ill and to discuss safety and responsibility about medicines and their use.</p> <p><b>Good or bad touches?</b> – to understand and learn the PANTS rule. To name and know which parts should be private.</p> <p><b>Sharing pictures</b> – to discuss the safe use of electronic devices and the rules and principles for keeping safe online.</p>	<p><b>Inside my wonderful body!</b> – to name the major internal body parts and the simple bodily processes associated with them.</p> <p><b>Taking care of a baby</b> – to understand some of the tasks required to look after a baby.</p> <p><b>Then and now</b> – to discuss things we could do as babies and things we can do now.</p> <p><b>Who can help? (2)</b> – to give examples of things they can do if they witness or experience bullying</p> <p><b>Surprises and secrets</b> – to know the difference between a secret and a nice surprise. To identify who we can talk to if we feel uncomfortable about a secret.</p> <p><b>Keeping privates private</b> – to identify and name parts of the body that are private and how they can be kept private. To identify people who it is ok to talk to about private parts.</p>
Year 2	<p><b>Our ideal classroom (1)</b> – to suggest actions that would contribute positively to our learning environment.</p> <p><b>Our ideal classroom (2)</b> – to contribute to our classroom charter.</p> <p><b>How are you feeling today?</b> – to use a range of words to describe feelings</p>	<p><b>Getting on with others</b> – to describe strategies for getting on with others in the classroom.</p> <p><b>When I feel like erupting</b> – to explain and use strategies for dealing with impulsive behaviour.</p> <p><b>Feeling safe</b> – to identify people at home, in school and in my community who</p>	<p><b>What makes us who we are?</b> – to identify physical and non-physical similarities and differences.</p> <p><b>How do we make others feel?</b> – to recognise and explain how a person's behaviour can affect others.</p> <p><b>My special people</b> – to</p>	<p><b>You can do it!</b> – to understand the stages in the process of learning a new skill.</p> <p><b>My day</b> – to understand that some choices I make for myself and some are made for me.</p> <p><b>Harold's postcard – helping us to keep clean and healthy</b> - to</p>	<p><b>Harold's picnic</b> – to explain that medicines can make people feel better when they are sick. To discuss ways of helping us feel better without medicines. To discuss safety and responsibility about medicines and their used.</p> <p><b>How safe would you feel?</b> – to identify situations where</p>	<p><b>A helping hand</b> – to demonstrate simple ways we can give positive feedback to others.</p> <p><b>Sam moves away</b> – to recognise the range of feelings that are associated with loss.</p> <p><b>Haven't you grown!</b> – to identify different stages of growth.</p>

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	<p>and recognise that people have different ways of expressing feelings.</p> <p><b>Bullying or teasing?</b> – to understand the difference between teasing and bullying.</p> <p><b>Don't do that!</b> – to understand and describe strategies for dealing with bullying.</p> <p><b>Types of bullying</b> – to recognise that there are different types of bullying and unkind behaviour.</p> <p><b>Being a good friend</b> – to identify ways that good friends look after each other.</p> <p><b>Let's all be happy!</b> – to recognise, name and understand how to deal with negative feelings.</p>	<p>keep me safe.</p> <p><b>How can we look after our environment?</b> – to identify problems with the school and local environment and suggest ways we can improve it.</p> <p><b>Harold saves for something special</b> – to understand that people have choices about what they do with their money.</p> <p><b>Harold goes camping</b> – to understand that money can be spent on items which are essential and non-essential.</p> <p><b>Playing games</b> – to explore and discuss using electronic devices safely.</p> <p>To identify how to be safe online and who to tell if I feel uncomfortable about something.</p>	<p>identify who is special to me and why.</p> <p><b>When someone is feeling left out</b> – to identify why it feels special being part of a group and to discuss which groups we are part of.</p> <p><b>An act of kindness</b> – to discuss and recognise acts of kindness and the effect kindness has on others.</p> <p><b>Solve the problem</b> – to suggest strategies for dealing with a range of situations which require negotiation skills.</p>	<p>understand how germs spread and identify how we can minimise the spread.</p> <p><b>Harold's bathroom</b> – to explain the importance of good dental hygiene.</p> <p><b>My body needs...</b> – to understand that our body gets energy from food and it needs sleep and exercise to stay healthy.</p> <p><b>What does my body do?</b> – to name the major internal body organs and to describe how food, water and air get into the body.</p>	<p>we feel safe and unsafe.</p> <p><b>What should Harold say?</b> – to identify situations where I would need to say 'yes', 'no', 'I'll ask' or 'I'll tell'.</p> <p><b>I don't like that!</b> – to recognise that facial expressions and body language give clues about how someone feels in a situation.</p> <p><b>Fun or not?</b> – to recognise that some touches are not fun and can hurt or be upsetting.</p> <p><b>Should I tell?</b> – to identify safe secrets and unsafe secrets.</p> <p><b>Some secrets should never be kept</b> – to understand that if we are uncomfortable about a situation it is ok to tell someone. To discuss who we can talk to.</p>	<p><b>My body, your body</b> – to identify which parts of the human body are private. To explain that a person's genitals help them to make babies when they are grown up.</p> <p><b>Respecting privacy</b> – to respect people's private belongings. To give examples of private information.</p> <p><b>Basic first aid</b> – to make a call to the emergency services. To deal with common injuries.</p>
Year 3	<p><b>As a rule</b> – to explain why we have rules. To understand why there are different rules for different age groups.</p> <p><b>My special pet</b> – to explain some of the feelings people might have when they lose something important to them.</p> <p><b>Tangram team challenge</b> – to define and demonstrate cooperation and collaboration.</p> <p><b>Looking after our special people</b> – to identify people I have a special relationship with. To discuss how we maintain special relationships.</p>	<p><b>Our helpful volunteers</b> – to understand what a volunteer is. To identify volunteers in our school and community.</p> <p><b>Helping each other to stay safe</b> – to identify key people who are responsible for keeping them safe.</p> <p><b>Recount task</b> – to understand the difference between fact and opinion.</p> <p><b>Harold's environment project</b> – to define what is meant by 'environment'. To suggest ways in which we can look after it.</p> <p><b>Can Harold afford it?</b> – to discuss and understand</p>	<p><b>Family and friends</b> – to understand that there are many different types of family. To understand what is meant by 'adoption', 'fostering' and 'same-sex relationships'.</p> <p><b>My community</b> – to discuss communities we belong to and the importance of being part of a community.</p> <p><b>Respect and challenge</b> – to use respectful language when challenging another's viewpoint.</p> <p><b>Our friends and neighbours</b> – to understand that living in the UK, we have a diverse</p>	<p><b>Derek cooks dinner! (healthy eating)</b> – to explain how the different food groups benefit the body and understand that it is important to eat a balanced diet.</p> <p><b>Poorly Harold</b> – to explain how some infectious disease are spread. To discuss having good hygiene routines.</p> <p><b>For or against?</b> – to develop skills in discussing and debating an issue.</p> <p><b>I am fantastic!</b> – to identify achievements and areas for improvements.</p>	<p><b>Safe or unsafe?</b> - to identify situations which are safe or unsafe.</p> <p><b>Danger or risk?</b> – to define the words danger and risk and understand the difference.</p> <p><b>The Risk Robot</b> – to identify risks and how to reduce them.</p> <p><b>Alcohol and cigarettes: the facts</b> – to identify key risks and effects from cigarettes and alcohol.</p> <p><b>Super Searcher</b> – to recognise potential risks associated with searching online.</p> <p><b>None of your business!</b> – to recognise and describe</p>	<p><b>Relationship Tree</b> – to identify different types of relationships.</p> <p><b>Body space</b> – to understand what is meant by the term body space or personal space.</p> <p><b>Secret or surprise?</b> – to define the term 'secret' or 'surprise' and understand the difference between a safe and unsafe secret.</p> <p><b>My changing body</b> – to recognise that babies come from the joining of an egg and a sperm. To explain what happens when an egg doesn't meet a sperm and that periods are a normal part of</p>

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	<p><b>How can we solve this problem?</b> – to rehearse and demonstrate resolving different conflict situations.</p> <p><b>Dan's dare</b> – To discuss what a dare is. To discuss what I can do if I am not comfortable in a situation or I feel unsafe.</p> <p><b>Thunks</b> – To express opinions and listen to those of others. To consider others' point of view.</p> <p><b>Friends are special</b> – to identify the quality of friendship.</p>	<p>the terms 'income', 'spending' and 'saving'.</p> <p><b>Earning money</b> – to understand that people get an income through their jobs.</p>	<p>population from varying national, ethnic and religious backgrounds.</p> <p><b>Let's celebrate our differences</b> – to recognise the factors which make people similar and different to each other. To suggest strategies for dealing with name-calling.</p> <p><b>Zeb</b> – to explore some of the reasons why different people are bullied.</p>	<p><b>Getting on with your nerves!</b> – to demonstrate how collaborating can help everyone achieve success.</p> <p><b>Body team work</b> – to name the major internal body parts and to explain how air, water and food enter the body.</p> <p><b>Top talents</b> – to identify different talents and skills that people have.</p>	<p>appropriate behaviour online as well as offline.</p> <p><b>Raisin challenge (1)</b> – to demonstrate strategies for assessing risk.</p> <p><b>Help or harm?</b> – to understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>puberty for girls.</p> <p><b>Basic first aid</b> – to know how to make a clear and efficient call to the emergency services if needed. To deal with common injuries</p>
Year 4	<p><b>An email from Harold!</b> – to describe positive and negative feelings and how they can effect our physical state.</p> <p><b>Ok or not ok? (part 1)</b> – to describe positive, healthy relationships and to describe qualities we like in others.</p> <p><b>Ok or not ok? (part 2)</b> – to know that sometimes we might need to say 'no' to a friend and develop strategies to do this.</p> <p><b>Human machines</b> – to demonstrate strategies for working collaboratively.</p> <p><b>Different feelings</b> – to recognise that different people have different feelings in the same situation.</p> <p><b>When feelings change</b> – to recognise feelings through facial expressions and</p>	<p><b>Who helps us stay healthy and safe?</b> – to describe the various responsibilities of those who keep us healthy and safe.</p> <p><b>It's your right</b> – to understand that humans have rights and responsibilities.</p> <p><b>How do we make a difference?</b> – to understand why we have rules and to recognise that everyone can make a difference in a democratic process.</p> <p><b>In the news!</b> – to recognise that reports in the media can influence the way we feel about a topic.</p> <p><b>Safety in numbers</b> – to explain the role of a bystander and understand how it can influence bullying and other</p>	<p><b>Can you sort it?</b> – to discuss negotiation and compromise.</p> <p><b>Islands</b> – to discuss the fact that they have the right to protect their own body space.</p> <p><b>Friend or acquaintance?</b> – to recognise that they have different types of relationships with people they know.</p> <p><b>What would I do?</b> – to recognise potential compromises of aggressive behaviour and suggest strategies to deal with it.</p> <p><b>The people we share our world with</b> – to discuss some ways that people are different to each other (ethnicity, interests, religion, gender, beliefs etc). To discuss the term 'respect'.</p> <p><b>That is such a stereotype!</b></p>	<p><b>What makes me ME!</b> – to appreciate my uniqueness.</p> <p><b>Making choices</b> – to recognise there are times when we will make the same choices as our friends and there are times when we will choose differently.</p> <p><b>SCARF Hotel</b> – to plan a healthy, balanced menu.</p> <p><b>Harold's Seven Rs</b> – to identify and understand the 7 Rs when caring for the environment.</p> <p><b>My school community (1)</b> – to understand what is meant by community. To identify the qualities and attributes of those who support the school community.</p> <p><b>Basic first aid</b> – to make a clear and efficient call to the emergency</p>	<p><b>Danger, risk or hazard?</b> – to discuss situations which are dangerous, risky or hazardous.</p> <p><b>Picture Wise</b> – to identify images and information that is safe/unsafe to share online.</p> <p><b>How dare you!</b> – to understand the term 'dare' and discuss situations when dares might arise.</p> <p><b>Medicines: check the label</b> – to understand that medicines are drugs and to discuss their safe use. To understand how to minimise the risk of spreading disease.</p> <p><b>Know the norms</b> – to understand that increasing numbers of young people choose not to smoke (social norms theory).</p> <p><b>Keeping ourselves safe</b> – to discuss who we can ask</p>	<p><b>Moving house</b> – to describe the changes that happen to people during their lives and suggest strategies for dealing with change.</p> <p><b>My feelings are all over the place!</b> – to understand how the onset of puberty can have emotional as well as physical impacts.</p> <p><b>All change!</b> – to identify parts of the body that males and females have in common and those that are different. To use correct terminology for genitalia. To understand why puberty happens.</p> <p><b>Preparing for changes at puberty</b> – to know the key facts of the menstrual cycle. To understand that periods are a normal part of puberty for girls. To identify some of the ways</p>

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	<p>body language. To understand that feelings may change when we get more information.</p> <p><b>Under pressure</b> – to give examples of strategies to respond to being bullied including what people can do or say.</p>	<p>antisocial behaviour.</p> <p><b>Logo quiz</b> – to understand the work of some national and international environmental organisations.</p> <p><b>Harold's expenses</b> – to explore income and expenditure</p> <p><b>Why pay taxes?</b> – to understand what is meant by 'tax' 'national insurance' and 'VAT'.</p>	<p>– to understand and identify stereotypes including those promoted in the media.</p>	<p>services. To deal with common injuries.</p>	<p>about managing risk.</p> <p><b>Raisin challenge (2)</b> – to understand we can be influenced both positively and negatively.</p>	<p>to cope with periods.</p> <p><b>Secret or surprise?</b> – to recognise how different surprises and secrets might make us feel.</p> <p><b>Together</b> – to recognise that marriage is a commitment to be entered into freely. To understand that marriage includes same sex and opposite sex partners.</p>
Year 5	<p><b>Collaboration Challenge!</b> – to describe what collaboration means and how to work collaboratively.</p> <p><b>Give and take</b> – to discuss what is meant by negotiation and compromise.</p> <p><b>How good a friend are you?</b> – to discuss the key qualities of friendship.</p> <p><b>Relationship cake recipe</b> – to discuss what makes a healthy relationship.</p> <p><b>Being assertive</b> – to discuss and identify passive, aggrieve and assertive behaviours.</p> <p><b>Our emotional needs</b> – to discuss our different emotional needs.</p> <p><b>Communication</b> – to understand what responsible communication online looks like.</p>	<p><b>What is the story?</b> – to discuss stories in the media about health and wellbeing and our opinions of them.</p> <p><b>Fact or opinion?</b> – to understand the difference between a fact and an opinion.</p> <p><b>Rights, responsibilities, and duties</b> – to discuss the differences between rights, responsibilities, and duties.</p> <p><b>Mo makes a difference</b> – to explain what is meant by voluntary, community and pressure (action) groups.</p> <p><b>Spending wisely</b> – to suggest questions a consumer should ask before buying a product.</p> <p><b>Lend us a fiver!</b> – to define the terms loan, debit, credit and interest.</p> <p><b>Local councils</b> – to explain some of the areas that local councils have responsibilities for.</p>	<p><b>Qualities of friendship</b> – to describe some ways of making friendships last.</p> <p><b>Kind conversations</b> – to demonstrate respectfulness when responding to others.</p> <p><b>Happy being me</b> – to develop and understanding of discrimination and injustice. To consider how discriminatory behaviour can be challenged.</p> <p><b>The land of the Red People</b> – to describe the benefits of living in a diverse society. To explain the importance of mutual respect for different faiths and beliefs.</p> <p><b>Is it true?</b> – to question the validity of information we see online.</p> <p><b>It could happen to anyone</b> – to understand that our actions can affect the feelings of others in a positive or negative way.</p>	<p><b>It all adds up!</b> – to know the basic functions of four organ systems in our bodies.</p> <p><b>Different skills</b> – to identify our strengths and talents and areas for improvement.</p> <p><b>My school community (2)</b> – to explain what being part of a school community means and to suggest ways of improving the school community.</p> <p><b>Independence and responsibility</b> – to identify people who keep us safe and healthy and to suggest ways we can help them.</p> <p><b>Star qualities?</b> - to describe 'star' qualities of celebrities as presented by the media. To recognise that the way people are portrayed by the media is not always an accurate reflection of real life.</p> <p><b>Basic first aid, including</b></p>	<p><b>Spot bullying</b> – to demonstrate strategies to deal with both face to face and online bullying.</p> <p><b>Play, Like, Share</b> – to consider what information is safe to share online and offline. To recognise that people are not always who they appear to be online.</p> <p><b>Decision dilemmas</b> – to explore and share our views about decision making when faced with a risky situation.</p> <p><b>Ella's diary dilemma</b> – to suggest ways of standing up to someone who gives a dare.</p> <p><b>Vaping: Healthy or unhealthy?</b> – to understand that there may be health risks associated with vaping that are not known yet.</p> <p><b>Drugs: true or false?</b> – to discuss how drugs can be helpful (medicines) or harmful to the body.</p> <p><b>Smoking: what is normal?</b> – to discuss perceptions over social norms and smoking.</p> <p><b>Would you risk it?</b> – to</p>	<p><b>How are they feeling?</b> – to use a range of words and phrases to describe the intensity of different feelings.</p> <p><b>Taking notice of our feelings</b> – to describe strategies for dealing with situations where I feel uncomfortable, particularly in relation to inappropriate touch.</p> <p><b>Dear Hetty</b> – to explain how someone might feel when they are separated from something or someone they like.</p> <p><b>Changing bodies and feelings</b> – to know the correct vocabulary to use for external sexual organs. To discuss some of the myths associated with puberty.</p> <p><b>Growing up and changing bodies</b> – to know what menstruation is and how it happens. To identify some products they may need during puberty and why. (Single gender lessons)</p>

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				<p><b>Sepsis Awareness</b> – to know how to make a clear and efficient phone call to the emergency services.</p> <p>First Aid skills using ‘British Red Cross – First Aid Champions’.</p>	<p>identify risk factors in different situations.</p> <p><b>'Thinking' about habits</b> – to describe why and how a habit can be hard to change.</p>	<p><b>Help! I'm a teenager - get me out of here!</b> – to discuss some of the emotional changes which happen during puberty. To list some of the ways our body feels when we are nervous or sad.</p> <p><b>Dear Ash</b> – to discuss situations when someone might need to break a confidence to keep someone safe.</p> <p><b>Stop, start, stereotypes</b> – to recognise that some people can get bullied because of how they express their gender. To give examples of how bullying can be stopped.</p>
Year 6	<p><b>Working together</b> – to demonstrate working collaboratively.</p> <p><b>Let's negotiate</b> – to discuss negotiation and compromise.</p> <p><b>Solve the friendship problem</b> – to recognise challenges which arise in friendships and discuss strategies to manage them.</p> <p><b>Assertiveness skills</b> – to recognise peer influence and pressure.</p> <p><b>Behave yourself</b> – to recognise and empathise with patterns of behaviour in peer-group dynamics.</p> <p><b>Dan's day</b> – to describe the consequences of reacting to each other in a positive or negative way.</p> <p><b>Don't force me</b> – to</p>	<p><b>Two sides to every story</b> – to define and discuss the terms ‘fact’, ‘opinion’, ‘biased’ and ‘unbiased’.</p> <p><b>Fakebook friends</b> – to know the legal age for having a social media account and to discuss safe use.</p> <p><b>What's it worth?</b> – to describe ways of saving money.</p> <p><b>Jobs and taxes</b> – to explain and understand that different jobs have different levels of pay and to discuss the factors that influence this.</p> <p><b>Action stations!</b> – to explain what we mean by the terms voluntary, community and action (pressure) groups.</p> <p><b>Project Pitch (parts 1 &amp; 2)</b></p>	<p><b>OK to be different</b> – to recognise that bullying and discriminatory behaviour can result from disrespect of people’s differences.</p> <p><b>We have more in common than not</b> – to know that everyone is unique but we have more in common than not.</p> <p><b>Respecting differences</b> – to demonstrate showing respect to each other using verbal and non-verbal communication.</p> <p><b>Tolerance and respect for others</b> – to understand and explain the term prejudice.</p> <p><b>Advertising friendships!</b> – to describe qualities of strong, positive friendships.</p>	<p><b>Five Ways to Wellbeing project</b> – to explain what the five ways to wellbeing are.</p> <p><b>This will be your life!</b> – to identify aspirational goals and discuss how to achieve these.</p> <p><b>Our recommendations</b> – to present information we researched on health and wellbeing issues.</p> <p><b>What's the risk? (1)</b> – to identify risk factors in different situations.</p> <p><b>What's the risk? (2)</b> – to understand risk related to growing up and to explain the need to be aware of these.</p> <p><b>Basic first aid, including Sepsis Awareness</b> – to know how to make a clear and effective</p>	<p><b>Think before you click!</b> – to accept that responsible and respectful behaviour is necessary when interacting with others face to face and in person.</p> <p><b>Traffic lights</b> – to describe safe behaviours when using communication technology.</p> <p><b>To share or not to share?</b> – to explore the risks of sharing inappropriate photos and films with other people directly online.</p> <p><b>Rat Park</b> – to define what is meant by addiction.</p> <p><b>What sort of drug is...?</b> - to explain that drugs can be categorised into different groups according to their medical and legal context.</p> <p><b>Drugs: it's the law!</b> – to understand some of the basic laws in relation to</p>	<p><b>I look great!</b> – to understand that photos can be changed to match society’s idea of ‘perfect’.</p> <p><b>Media manipulation</b> – to challenge stereotypical gender portrayals of people.</p> <p><b>Pressure online</b> – to understand the risks of sharing images online and how hard these are to control once shared.</p> <p><b>Helpful or unhelpful?</b></p> <p><b>Managing change</b> - to recognise some changes we have experienced and our emotional responses to these changes.</p> <p><b>Is this normal?</b> – to define the word puberty and to discuss some of the physical and emotional changes involved.</p>

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	<p>understand that everyone has the right to be free to choose who and whether to marry.</p> <p><b>Acting appropriately</b> – to discuss appropriate, inappropriate and illegal touches. To remind ourselves of the PANTS rule.</p> <p><b>It's a puzzle</b> – to identify strategies for keeping safe online.</p>	<p>– to create an environmental campaign for a cause of our choice.</p> <p><b>Happy shoppers</b> – to explain what is meant by living in an environmentally sustainable way.</p> <p><b>Democracy in Britain 1 - Elections</b> – to discuss the process of democracy in Britain and to run a mock election.</p> <p><b>Democracy in Britain 2 - How (most) laws are made</b> – to discuss why we have rules and how laws are made in Britain.</p>	<p><b>Boys will be boys? - challenging gender stereotypes</b> – to recognise that the media can sometimes reinforce gender stereotypes.</p>	<p>emergency call. To use British Red Cross first aid resources.</p>	<p>drugs.</p> <p><b>Alcohol: what is normal?</b> - to describe some of the risks and effects of drinking alcohol.</p>	<p><b>Making babies</b> – to identify the changes which occur through puberty to allow sexual reproduction to occur. To know a variety of ways in which the sperm can fertilise an egg to create a baby (including use of IVF). To know the legal age of consent and what it means.</p> <p><b>What is HIV?</b> – to explain how HIV effects the body's immune system, to understand that HIV is difficult to transmit</p>