



Knavesmire Primary School PSHE and RSHE Policy

Date: Reviewed March 2022

Next review due by: March 2025

Legislation

What is PSHE and RSHE?

Personal, Social, Health and Economic Education (PSHE) is a non-statutory subject in which pupils are taught skills and subject knowledge which will help to support them in their own lives, relationships and communities. **Relationships, Sex Education and Health Education (RSHE)** is now a **statutory** component of the curriculum in Primary Schools from September 2020. Relationships Education involves learning about many strands including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. Health Education covers healthy lifestyles, first aid, mental health, hygiene and puberty.

The official guidance for Relationships, Sex Education and Health Education from the Department for Education can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Vision and Aims

At Knavesmire Primary School we believe that PSHE and RSHE equip our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships; recognise potential threats to their wellbeing and personal safety; develop meaningful relationships with others throughout their lives; and know how to keep themselves safe and healthy.

We also believe that a complete PSHE and RSHE curriculum is important, despite these not being a statutory requirement, to ensure that pupils have a well-rounded and rich curriculum covering a range of life skills as well as financial education and social education, learning about being part of a community and about social issues which affect their local area, nation and the whole world. It will wholly contribute towards developing the personal development of all of our pupils.

A high-quality spiral PSHE curriculum can also contribute to providing **personal development** for all pupils, which is one of the 5 inspection areas of Ofsted inspections. (The requirements are included in *APPENDIX 1, page 8*, at the end of the document.) Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

As part of this vision, we aim to deliver a high-quality PSHE and Relationship, Sex and Health Education (RSHE) curriculum in which we convey accurate, relevant and age-appropriate information to pupils. This will ensure that our children can achieve their full potential and will leave our school prepared for the demands of society in their future. Sex and Relationships Education will support pupils in their understanding of healthy friendships, families and relationships with children and adults. At our school we consider PSHE to incorporate all elements of RSHE as well, however for clarity within this policy we will write both terms.

We aim to teach children about PSHE and RSHE in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we

provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the RSHE strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND).

The importance of celebrating diversity within PSHE and RSHE

We strive to promote equality through all aspects of our RSHE and PSHE teaching. As such, our curriculum promotes tolerance and acceptance.

Just as we encourage all our pupils to celebrate their many different talents, strengths and aspirations, we also aim to celebrate diversity of cultures, traditions and religions. As an extension of this, pupils are taught about diversity in family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act – 2013'), including diverse families and same-sex parents. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults in modern Britain.

Who delivers the PSHE and RSHE Curriculum and how?

All Relationships Education lessons will be taught by teaching staff who are trained in delivering the specific content of the lessons. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material ensuring that classes create their own ground rules. Staff will be fully aware of the children in their class and of any sensitivities which might need to be acknowledged when delivering particular units. Our school is following the Collins *My Life* curriculum. This is a complete PSHE and RSHE programme which has been designed to cover the statutory content and wider aspects of the PSHE curriculum, such as economic education and living in the wider world. The programme offers lesson plans, resources and PowerPoints that can be used to support our teachers' planning and adapted to our pupils' needs each year. SLT will be responsible for liaising with staff to ensure that feedback on the curriculum and the resources is reviewed and fed forward into curriculum design and policies where appropriate. The Headteacher will also assist the PSHE lead/team to facilitate PSHE and RSHE training and CPD where needed.

The PSHE coordinator will monitor progression in the subject, observing lessons and reviewing feedback from teachers to help to develop the curriculum content and to ensure that the necessary resources are in place. They will also be responsible for reviewing and updating the policy. The PSHE coordinator will ensure that there is a clear progression of skills and content across the PSHE curriculum with the help of the Collins *My Life* scheme.

Teachers will make PSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. These include role-play; the use of learning partners and small group work; whole-class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities. These approaches are designed to develop key skills such as empathy and the ability to articulate ideas clearly and to listen to and engage with other points of view.

Using our whole school approach, we will continue to embed our ‘Knavesmire Character’ and all of its values. These include the British Values of democracy, mutual respect, the rule of law and individual liberty.

All classes will contribute towards whole school displays in the hall to present and showcase their quality PSHE work.

PSHE and RSHE – Subject Content

Using the *My Life* programme will help the school to sequence PSHE and RSHE learning into age-appropriate units which show progression from Year 1 to Year 6. An overview of each *My Life* topic is provided at the end of this document (*APPENDIX 2, page 9*).

In EYFS, the Personal, Social and Emotional Development (PSED) Early Learning Goals (*see APPENDIX 3, page 46*) will be covered regularly through all lessons as the children are taught to self-regulate, managing themselves and build relationships. We are currently awaiting the development of the Collins My Life EYFS Primary Handbook and upon finalisation, we will purchase and use this handbook to enable a whole school sequenced RSHE and PSHE scheme of learning.

As part of the children’s statutory Science Curriculum in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationship strand of our PSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

In Year 5, as part of the statutory Science Curriculum, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that ‘All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.’ We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the Relationships curriculum, during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with their class teacher.

Stakeholders

PSHE and RSHE– Parents, Carers and Partnerships

At Knavesmire Primary School we believe clarity is essential and welcome any discussion with parents and carers which will inform conversations at home about ‘Relationships’.

We endeavour to have a strong partnership with parents and carers and will always aim to be transparent in communicating what is being taught and when. We believe that together we can address misconceptions children may have gained about these topics from the media or from their

peers. Children are naturally curious about their bodies, other people and the world around them. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, keep themselves safe, develop their understanding of their feelings and the feelings of other people, and learn how to be responsible and accountable members of the community and world. In order to enhance our PSHE provision, we will welcome external speakers and friends of the community into school to share their expertise if necessary or appropriate, for example in upper key stage two when Sex Education is delivered by the school nurse. We will provide parents/carers with any recommended resources/web links to support their own understanding of the curriculum as well as supporting their children through story time, discussion and signposting to age appropriate resources. All teaching materials and resources used will be available to parent/carers to ensure full transparency of both content and pedagogy.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE and RSHE that will affect our children's lives so fundamentally – both now and in the future.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of PSHE or RSHE, then they should ask to speak to a member of the SLT who will be able to provide more specific information on curriculum and resources that are used to the PSHE or RSHE Curriculum.

Relationship & Sex Education – Right to Withdraw

From September 2020, Relationships Education will be statutory for all children, in all primary schools. This means that parents and carers cannot withdraw their child from these lessons. However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of Relationships Education, which are not statutory objectives covered in the science national curriculum. If parents/carers choose to withdraw their child/ren from the Sex Education lessons, they can speak to the PSHE coordinator and Headteacher to arrange alternative provision during these lesson times.

Parent and carers can view Knavesmire Primary School's progressive and developmental PSHE and RSHE Curriculum on our school website to see how it has been carefully considered to build on the children's prior learning. Our *My Life* curriculum is engaging, inclusive and always age appropriate.

Parents and carers are very welcome to speak to the PSHE Coordinator or a senior member of staff about specific sessions in order to gain a full understanding of their content and how they will be taught. We are confident that these stage-appropriate lessons fit into Relationship Education in a purposeful and meaningful way.

(Parents were encouraged to look at the PSHE Policy and email in any questions or comments in the 26th March 2021 newsletter; Governors approved the Policy on 15th March 2021).

Safe and Effective Practice

Confidentiality & Safeguarding – Keeping Children Safe

At Knavesmire Primary School, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or be forced to take part in discussions.) For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given. All classes make 'Pupil Voice' available, such as a graffiti wall or 'question box', which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discussing their own lives and experiences.

In line with the school's Policy for Safeguarding and Child Protection, Knavesmire Primary School is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, Knavesmire Primary School staff have received training on the new statutory guidance; 'Keeping Children Safe in Education', which comes into force in September 2019 and which details fresh guidance for 'Teaching Online Safety in School'.

All Staff will exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within PSHE and RSHE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue – as with all such instances – the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with Knavesmire Primary School's policy on Safeguarding and Child Protection.

Assessment, Monitoring & Reporting

Assessment and self-assessment are a vital part of learning in PSHE and RSHE. Each lesson gives an opportunity for assessment which can be adapted to suit the assessment policy of the school.

Some examples may include:

- journal entries
- baseline and post-unit assessments
- drama and role play assessment
- draw and write
- graffiti walls
- team and group project assessments.

To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum through the *My Life* scheme and resources provided.

Pupil voice is also a key feature of our learning at Knavesmire Primary School. We encourage our children to express opinions on how and where they would like their learning to go and we take these into account when planning and teaching our Big Idea curriculum. Their comments help us

to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meet the needs of all our learners from year to year. Parent and carers will also be invited to share their feedback on aspects of the PSHE and RSHE curriculum and this will be reviewed and responded to by the PSHE Coordinator.

Staff who deliver the PSHE and RSHE curriculum will reflect critically on their teaching and best practice can be shared at PSHE reviews, training sessions or staff meetings.

The PSHE Coordinator will have regular informal meetings each term to monitor planning and children's work to help her provide further relevant training opportunities.

Comments on children's learning and progress in PSHE and RSHE as part of their learning in PSHE will be reported to parents and carers at parent evenings and in their end-of-year school report in July.

PSHE and RSHE Education – Where to find information

Our inclusive *My Life* PSHE and RSHE curriculum forms a core part of our PSHE and RSHE teaching and covers the statutory elements of RSHE and a fuller, richer PSHE curriculum as well.

Details of this curriculum can be found on the school website or by speaking to the PSHE coordinator.

The PSHE curriculum can be read in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Collective Worship Policy

APPENDICES

APPENDIX 1

Ofsted Personal Development criteria

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

Promoting:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

Enabling/Supporting:

- Pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media
- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Providing:

- An effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
 - Unbiased careers advice
 - Experience of work, and
 - Contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire

APPENDIX 2

COLLINS MY LIFE CONTENT FOR YEARS 1 TO 6

Year 1, Topic 1: Feelings and Special People

Lesson number and title	Strand	Objectives	Overview
1. Feelings	Health Education	To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Pupils identify a range of emotions and show how these can be expressed by our bodies and faces. The lesson encourages pupils to use a range of feelings vocabulary.
2. Emotions and behaviour	Health Education	To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	This lesson allows pupils to explore emotions and the way in which they can change people's behaviour. They explore emotions through a range of scenarios using acting and freeze frames to identify key moments in characters' behaviour.
3. I am special	Relationships Education	To understand the importance of self-respect and how this links to their own happiness.	This lesson encourages pupils to identify all the things that make them special. They create an 'I am special' booklet.
4. Special people	Relationships Education	To know how important friendships are in making us feel happy and secure. To know that families are important for children growing up because they can give love, security and stability. To learn about the different groups they belong to.	Pupils identify special people in their lives, taking into account that these people might not always be family members. They will create thank you cards for a special person, explaining why that person is special and how they make them feel.

Year 1, Topic 2: Staying Safe

Lesson number and title	Strand	Objectives	Overview
1. Staying safe in my school	Living in the Wider World Health Education	To learn how people and other living things have different needs; about the responsibilities of caring for them. To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	This lesson helps pupils to understand that school rules are in place to keep everyone safe. Pupils explore the concept of being safe and relate this to their school. They consider times and places where pupils may not feel safe and choose their own most important rule.

Lesson number and title	Strand	Objectives	Overview
2. Staying safe outside	Living in the Wider World Relationships Education	<p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>To learn about different jobs that people they know or people who work in the community do.</p> <p>To learn about the different roles and responsibilities people have in their community.</p> <p>To know how to assess risk and understand the consequences of unsafe choices.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	This lesson looks at being safe outside in the pupils' locality and aims to empower pupils to keep themselves safe. The main part of the lesson focuses on Sam, a character who makes unsafe choices. Pupils are encouraged to consider the consequences of unsafe choices and what to do if they are lost.
3. Staying safe at home	Health Education	<p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>To understand why rules are needed to keep everyone safe in the home, in particular rules around medicines and dispensing of medicines.</p>	This lesson looks at rules for safety in the home, in particular around medicines. Pupils learn about medicines as drugs and explore how they can be both safe and unsafe.
4. Keeping myself safe	Relationships Education Health Education	<p>To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>To know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To know where and how to report concerns and get support with issues online.</p> <p>To know how to be assertive and to take responsibility for your own safety.</p>	In this final lesson, pupils consider how to keep themselves safe in the real world and the virtual world by being assertive and by telling one of their five trusted adults if they are concerned about anything.

Year 1, Topic 3: Healthy Me

Lesson number and title	Strand	Objectives	Overview
1. Keeping fit is fun!	Health Education	<p>To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p>	<p>Pupils have fun with exercise, and in the process they learn how a pumping heart helps to keep a body healthy. They learn the basics of what a heart does, compare a resting heart to an exercising heart, and learn about how much exercise we need each day to stay healthy.</p>
2. Sweets!	Health Education	<p>To know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p>This lesson looks at health and dental health, focusing on sugar. Pupils consider the damage too much sugar can do to our dental health. They learn three simple things they can do – eat less sugar, clean their teeth morning and night for 2–3 minutes and visit the dentist twice a year. They learn a song to help them brush correctly and understand how long they should brush for.</p>
3. How can being online be unhealthy?	Health Education	<p>To know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</p> <p>To know where and how to report concerns and get support with issues online.</p> <p>To learn about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>To learn about the role of the internet in everyday life.</p> <p>To learn that not all information seen online is true.</p>	<p>Pupils revisit previous learning about the heart. They learn that too much rest is not healthy but some rest like sleep is really important. The issues of being online too much are considered, and mental health implications are discussed alongside physical health. Pupils learn what to do if they see something they don’t like online.</p>
4. Keeping safe in the sun	Health Education	<p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>To be able to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>	<p>The class considers why being out in the sun is good and when it might not be so good. Pupils learn about sunburn and heat exhaustion/heatstroke, looking at the symptoms. They learn how to recognise these signs and understand the steps needed to keep safe and healthy in the sun. They show what they have learned through drama.</p>

Year 1, Topic 4: All Around Us

Lesson number and title	Strand	Objectives	Overview
1. Our beautiful world	Health Education	To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	This lesson introduces our planet, Earth, its beauty and interdependence. Pupils draw pictures of places they love or want to go to. They consider the impact of dropping rubbish and dumping waste at these places and are introduced to the term 'biodegradable' and its meaning.
2. Reducing for the planet	Living in the Wider World	To understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability. To learn about things they can do to help look after their environment.	Pupils explore what it means to reduce rubbish and waste and how some people do this. They begin to think about ways they can reduce classroom waste and rubbish.
3. New from old!	Living in the Wider World Health Education	To understand how common household items can be reused or recycled and their responsibility to contribute to global sustainability. To learn about things they can do to help look after their environment. To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	This creative lesson invites family members to join pupils in reusing household items which would have been thrown away, by making them into new products. They reflect on the reasons for reusing and decide on changes they can make in their own lives to reuse resources.
4. We make a difference!	Living in the Wider World	To learn about what rules are, why they are needed, and why different rules are needed for different situations. To understand how they can contribute to the life of the classroom and school.	In this final lesson, pupils learn about recycling and how they can take positive action. The learning from the unit culminates in a class agreement, written by the pupils, about reducing, reusing and recycling in their class.

Year 1, Topic 5: Money Matters

Lesson number and title	Strand	Objectives	Overview
1. Where does my money come from?	Living in the Wider World	To learn what money is; forms that money comes in; that money comes from different sources.	This is the first in a series of lessons on financial capability which run throughout the key stages. Pupils think about the importance of money and their experiences with it. They consider all the different ways they get money – jobs and chores, pocket money, birthday or holiday presents, and the different emotion they may feel when they receive it.
2. How can I keep my money safe?	Living in the Wider World	To learn what money is; forms that money comes in; that money comes from different sources. To learn that money needs to be looked after; different ways of doing this. To learn that people make different choices about how to save and spend money.	Pupils consider the importance of looking after money carefully. They explore the potential problems with leaving money in pockets, bringing it to school, putting it in piggy banks/money jars and asking parents/carers to look after it, along with considering the benefits of putting money into banks/savings accounts. Having investigated the different options, they decide where they think the safest place to put their money is and do a simple class vote.
3. Where do adults get their money?	Living in the Wider World	To learn that jobs help people to earn money to pay for things.	Pupils move on from thinking about their relationship with money to how their parents and carers obtain money. This is paired work, upskilling the class on active speaking and listening skills. Pupils tell each other about their parents/carers and how they get money. They then use this to outline that some jobs are paid (some more than others) and some are voluntary, while other people need to rely on state benefits.
4. What job would I like when I grow up?	Living in the Wider World	To learn that everyone has different strengths. To learn about different jobs that people they know or people who work in the community do. To learn about some of the strengths and interests someone might need to do different jobs.	This lesson is all about building aspirations. Pupils explore a diverse range of jobs (non-stereotypical!) and then draw a picture “Me working in 20 years’ time” and write about why they would like that job and why they think they would be good at it.

Year 2, Topic 1: Different Types of Families

Lesson number and title	Strand	Objectives	Overview
1. What is a family?	Relationships Education	To understand that families are important for children growing up because they can give love, security and stability.	Pupils use puppets to create their families and show what they look like. They describe what their family means to them.
2. Families are different and the same	Relationships Education	To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	The emphasis in this lesson is on the great diversity of families. Pupils create a class book or group books using modelled phrases and illustrations, to explore the diversity within families. Pupils look at a range of families including single-parent families and same sex parents.
3. How do you spend time with your family?	Relationships Education	To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. To be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Pupils explore the ways in which they spend time with their families and how their families make them feel secure and happy. They think about family traditions. Reference is also made to what pupils can do if they feel worried or unhappy – who can they go to?
4. Weddings and marriage	Relationships Education	To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Pupils look at marriage and learn that it represents two people's (regardless of sex) commitment to each other. It is also highlighted that not all couples wish to get married and that's fine, too – it's a matter of choice. Pupils research a wedding in another religion and use class toys to re-enact it.

Year 2, Topic 2: Healthy Bodies

Lesson number and title	Strand	Objectives	Overview
1. Things that keep us healthy	Health Education	To know the facts and science relating to allergies, immunisation and vaccination. To know the characteristics and mental and physical benefits of an active lifestyle.	Pupils look at how doctors and nurses give us the best care, including making sure we are protected against diseases with vaccinations. They learn what doctors and nurses do to help us keep physically and mentally healthy, as well as when we feel ill.
2. Keeping ourselves healthy	Health Education	To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	This lesson is the second part of the survey looking at exercise and active lifestyles across the school. As a class they look at the survey sheets and bring the results together. Pupils decide what they think of the results and whether they think this is a healthy school or could do better, explaining why. They then look back at the Year 2 survey and ask the same questions. They design 'A healthy day in the life of...' to begin to consider healthier choices for themselves and therefore a healthier life.
3. Keeping healthy, keeping clean	Health Education	To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Pupils learn about germs and viruses and how they can be easily spread. They learn practical skills about how to stop the spread of illnesses and how to keep themselves healthy by having good handwashing habits and knowing what to do when sneezing or coughing.
4. My body, my voice	Relationships Education	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. To understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Pupils are taught the difference between appropriate and inappropriate physical contact. They learn the correct names for body parts, including private parts, so that they can accurately describe what is happening to a trusted adult. They learn that their body belongs to them and it is ok to say no if they don't like the way someone is touching them, especially their private parts. They learn who they can talk to if this happens, that it is not their fault and they won't get in trouble.

Year 2, Topic 3: Feeling Included

Lesson number and title	Strand	Objectives	Overview
1. An alien welcome	Relationships Education Health Education	<p>To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>To understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>This lesson focuses on the ways in which pupils can make their school and classroom more inclusive. They create a welcome pack for an alien who is new to their class. They think of ways to welcome their new classmate and think of the attributes needed to welcome someone and include them, as well as considering the feelings of others who would like to be included.</p>
2. Including everyone	Relationships Education	<p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know the conventions of courtesy and manners.</p>	<p>This lesson focuses on how people can be included in games and what to do when someone wants to be included but can't be – and how to articulate this.</p>
3. We've fallen out!	Relationships Education	<p>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>To understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>This lesson will allow pupils to explore a range of common friendship conflicts and discuss the ways in which these can be resolved. Pupils will create a poster which can be displayed on playground notice boards notifying others as to the top tip for solving arguments and who to go to for help if they need it.</p>
4. Important people in history	Relationships Education	<p>To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>This lesson will focus on important people in history and how they contributed to or changed the world. Pupils will create simple fact files about their chosen person.</p>

Year 2, Topic 4: Healthy Minds

Lesson number and title	Strand	Objectives	Overview
1. Marvellous minds	Health Education	To understand that mental wellbeing is a normal part of daily life, in the same way as physical health.	Pupils think about all the things our minds cope with throughout the day and how important it is that we look after them. They start to recognise some possible signs of poor mental health.
2. Emotions everywhere!	Health Education	To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	This lesson focuses on identifying a range of emotions and using pupils' creativity to express what they think these emotions might look like as artwork. They then try to guess the emotions in each other's artwork.
3. Screen time and sleep	Health Education	To understand why social media, some computer games and online gaming, for example, are age restricted. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	This lesson focuses on the importance of sleep and asks pupils to reflect upon their own sleep routines. It explores PEGI ratings of games and ask pupils to discuss two different scenarios which combine concerns regarding gaming and the possible effect it can have on sleep.
4. Self-care and relaxation	Health Education	To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	This lesson looks at relaxation techniques at home, school and elsewhere. Pupils experience a range of relaxation activities and vote for the one they feel is most effective for them. They can create a class graph or continue this lesson into a maths lesson on graph construction.

Year 2, Topic 5: Caring for the Environment and Social Responsibility

Lesson number and title	Strand	Objectives	Overview
1. I can help make a difference	Health Education Relationships Education	To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To recognise the ways they are the same as, and different to, other people.	Pupils learn about social responsibility. They understand that it starts with them and their personal responsibilities. They focus on those who they share their days with at school, at home and in their local communities, and having respect and tolerance for people's differences, e.g. ideas, religions, language. They consider how they can have a positive impact on those around them, helping other people to be happier in their day-to-day lives. They explore ideas for how they can achieve this, with freeze frames of different situations.
2. I can help make a difference to our world	Living in the Wider World	To learn about things they can do to help look after their environment.	Pupils look beyond their schools and the people in them to how their choices and actions can affect the wider world. They learn that they can make a difference, however small, by carrying out simple, practical ideas.
3. Who really lives in my local environment?	Living in the Wider World	To learn about things they can do to help look after their environment.	This is the first of two lessons on how to improve local, natural environments through nature conservation. Pupils begin to consider other species that share our local environments and to recognise how humans have an impact on them. They explore the school playground to search for signs of wildlife and then assess what creates a positive and a negative impact for other creatures there.
4. I can improve my local environment!	Living in the Wider World	To learn about things they can do to help look after their environment.	In this second lesson on wildlife conservation, pupils look at their findings from the previous lesson and recognise what they can do to make a positive impact. They create wildlife-friendly areas and resources in their playground to improve the natural environment for wildlife.

Year 3, Topic 1: Safety Online

Lesson number and title	Strand	Objectives	Overview
1. The internet – good bits and bad bits	Relationships Education Health Education	<p>To recognise that for most people the internet is an integral part of life and has many benefits.</p> <p>To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>To understand that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively.</p>	<p>Pupils consider the pros and cons of the internet by looking at the huge advantages of technology, but also its potential dangers. They think about the ways in which they use the internet and reflect on how older people – for whom it might be very new – may view it.</p>
2. It's private!	Relationships Education	<p>To understand the importance of keeping personal information private.</p> <p>To understand how information and data is shared and used online.</p> <p>To understand that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To learn about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.</p> <p>To learn how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To learn about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>	<p>Pupils consider the concepts of privacy and secrecy. They learn about what constitutes personal information and why it should be kept private online as well as in the real world. They learn how to create and maintain safe passwords.</p>
3. Friends forever!	Relationships Education	<p>To learn how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>To understand that the same principles apply to online relationships as to face-to-face relationships, such as the importance of respect for others online, including when we are anonymous.</p> <p>To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>	<p>Pupils start by reiterating how friends should treat each other and then consider whether they should apply the principles of face-to-face friendship to friends online. In groups, they consider a number of statements about either real or online friends and decide whether they agree or disagree with the statements.</p>

Lesson number and title	Strand	Objectives	Overview
4. It's playtime!	Health Education	<p>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>To know why social media, some computer games and online gaming, for example, are age restricted.</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively.</p>	<p>This lesson helps pupils to consider the amount of time they spend online, and which games and films are appropriate for them. They learn about the classification system for films and games and react to a story about a boy who spends too much time playing online games, suggesting ways to persuade him to change.</p>
5. Safety online – our advice	Relationships Education Health Education	<p>To know about the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To know where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.</p> <p>To learn where and how to report concerns and get support with issues online.</p> <p>To learn how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p>This lesson assesses pupils' understanding of the topic through asking them to share advice about online safety with their peers. They work in groups to prepare posters about online safety, then complete a self-assessment sheet about the posters. The assessment sheet is also completed by their peers.</p>

Year 3, Topic 2: Celebrating Achievements and Being Resilient

Lesson number and title	Strand	Objectives	Overview
1. Celebrating achievements	Health Education	<p>To understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To know that your achievements in life may look different to those of others but should all be celebrated.</p>	<p>Pupils reflect on their own achievements, understanding that we all have different strengths and areas for development, and realising that achievements can be small or large – the key thing is that they are a sign of success in something that may have needed some effort. They investigate different ways of celebrating achievement on a personal up to a community level.</p>
2. Setting goals and having aspirations	Health Education	<p>To understand that it's important to have aspirations and goals in life.</p>	<p>This lesson focuses on pupils having goals in life and understanding that sometimes these goals can't be achieved instantly and take time and hard work. Pupils consider the difference between aspirations and goals and learn about Walt Disney's aspirations. They set some of their own goals in order to work towards their aspirations and, if appropriate, other pupils guess who set themselves which goals.</p>
3. Resilience	Health Education	<p>To learn how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Pupils look at one of the recommended picture books showing a time when someone needs to show resilience. They discuss what they think resilience means. Pupils read scenarios where people have a problem and decide what the characters could do next. Discussion around feelings which might seem out of proportion are encouraged.</p>
4. A growth mindset	Health Education	<p>To learn where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>To understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	<p>This lesson introduces pupils to the concept of a growth mindset and to see how developing a growth mindset can help in many ways to overcome barriers in their lives.</p>
5. It's OK to fail!	Health Education Relationships Education	<p>To learn the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>To understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>To learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>This lesson focuses on valuing effort as well as achievements. Pupils explore how failing or finding things difficult makes them feel. They reflect on what they have learned during the topic and create posters/leaflets with the aim of passing their knowledge on to others in the school.</p>

Year 3, Topic 3: Being Part of a Community

Lesson number and title	Strand	Objectives	Overview
1. I belong in my class	Living in the Wider World	To learn about the different groups that make up their community; what living in a community means. To value the different contributions that people and groups make to the community.	This lesson helps pupils to be aware of connections within their class and introduces them to the idea of what constitutes a community. They explore the feeling of belonging.
2. I belong in my family	Living in the Wider World	To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	This lesson explores the importance of family, recognising that families can be very different in composition. They think about what they could do to support members of their family.
3. I belong in my community	Living in the Wider World	To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. To value the different contributions that people and groups make to the community.	This lesson helps pupils understand about belonging to a community and how communities operate to support each other. They learn about the different jobs carried out by people to keep a community functioning smoothly.
4. Kindness in my community	Health Education	To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	This lesson introduces pupils to the idea of carrying out acts of kindness in their communities. They learn about some of the different things children have done in real life, then devise their own ways to show kindness.
5. It's everyone's community	Living in the Wider World	To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	In this lesson, pupils design a community centre to provide relaxation and support for the different groups of people in their community, taking all their needs into account.

Year 3, Topic 4: Exercise

Lesson number and title	Strand	Objectives	Overview
1. What's so good about exercise?	Health Education	To understand the characteristics and mental and physical benefits of an active lifestyle.	The lesson focuses on physical health through exercise. In circle time, pupils share what their favourite exercise is. They then create easy-to-follow instructions for their favourite exercise that will be used to produce a class book, which they can each use to gain inspiration.
2. Let's have fun and get fit!	Health Education	To understand the characteristics and mental and physical benefits of an active lifestyle.	Using the activity instructions they prepared in the previous lesson, pupils teach their favourite exercises and learn new fun ways of keeping fit from each other. They learn that fun activities can also be free.
3. What happens to my body if I don't exercise?	Health Education	To understand the risks associated with an inactive lifestyle (including obesity). To know about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Pupils consider what happens if we become inactive. They explore these ideas by role-playing a visit to a health clinic and create a dialogue between doctor and patient, which they act out to highlight the solutions available.
4. Getting healthy outdoors	Health Education	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	This lesson focuses on the benefits of physical exercise and time outdoors. Pupils have the time to play or be outside, depending on the school's location. They look at different activities that can be done outside, along with learning how to assess risk.
5. Recognising ill health and asking for help	Health Education	How and when to seek support, including which adults to speak to in school if they are worried about their health.	Ill health – physical and emotional – what does it look like? Pupils learn who to go to for help and support if they need it, and about the importance of looking out for their friends. They prepare posters for different age groups within the school, showing the information they have learned about this.

Year 3, Topic 5: Stereotypes

Lesson number and title	Strand	Objectives	Overview
1. Boys v girls	Relationships Education	To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.	This lesson considers stereotypical attitudes towards boys and girls and challenges pupils' thinking. Pupils are asked to allocate statements to either a boy or a girl. They hold a debate on the statement 'Boys are tougher than girls.'
2. Men v women	Relationships Education	To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.	The topic moves on to consider gender stereotyping in the context of adults. Pupils look at various depictions of men and women and are encouraged to think critically about assumptions they might make. They research some well-known people who have broken gender stereotypes.
3. Fairy tales with a difference!	Relationships Education	To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.	This lesson looks at stereotyping in traditional tales in a fun way. Pupils look at traditional fairy tale characters and think of the sort of adjectives usually associated with them. They then create some characters who have very different adjectives associated with them, e.g. an ugly princess, and create their own fairy tale.
4. That's stereotyping!	Relationships Education	To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	This lesson looks at stereotyping of different groups of people through pupils imagining they visit another world where people have ingrained prejudices. Pupils investigate how it might feel to have negative assumptions made about them based on something they can't change. They start to appreciate how difficult it can be to change stereotypical beliefs.
5. Knowing what to say	Relationships Education	To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	It's sometimes difficult to know what to say when you encounter stereotyping. In this lesson, pupils think about, and then defend, their opinion about a range of statements. They are given words and phrases which they can use to challenge stereotyping if they wish.

Year 3, Topic 6: What I Like

Lesson number and title	Strand	Objectives	Overview
1. My favourite things	Health Education	To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Pupils discuss their favourite things and how these make them feel. This might include hobbies foods, music, etc. The main activity involves writing or drawing about the things they like and things they don't like.
2. My values and what's important to me.	Health Education	<p>To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	Moving on from favourite physical things, this lesson focuses on pupils' values and how those values make them feel. They discuss what a value is and play a game identifying feelings based on acting out facial expressions.
3. Differences in opinion	Relationships Education	<p>To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>To understand the importance of self-respect and how this links to their own happiness.</p>	This lesson tackles what to do when you don't agree with the things that other people think are important. Pupils will learn how you can stand up for what you believe in, without being disrespectful to others who believe differently.
4. I have choices	Relationships Education	<p>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	This lesson focuses on pupils' rights to make decisions about their own bodies. This links to their personal preferences on things they like and dislike and relates to their own personal boundaries. Pupils are encouraged to see the difference between decisions that need to be made on their behalf, and decisions that are theirs to make.

Year 4, Topic 1: Nutrition and Dental Health

Lesson number and title	Strand	Objectives	Overview
1. Healthy food, healthy me!	Health Education	To know what constitutes a healthy diet (including understanding calories and other nutritional content).	This lesson looks at healthy and unhealthy diets. What are they and why is a balanced, healthy diet so important? Pupils have the chance to learn about what constitutes a balanced diet and create a healthy menu for a day.
2. Unhealthy choices, unhealthy me!	Health Education	To understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	A look at the fats, hidden salt and sugar found in fast food and drinks. Real food containers, bottles, sweets, etc. can be used (subject to allergies) to explore the ingredients in unhealthy food and will teach pupils how to recognise healthy and unhealthy ingredients on food labels.
3. Chef for the day!	Health Education	To know the principles of planning and preparing a range of healthy meals.	Pupils create salads for their lunch using a wide range of ingredients to encourage creativity and to see that salad isn't just a bit of lettuce on a plate! They plan their recipe carefully (possibly seeking help/advice at home) and complete their own assessment of the recipe.
4. Looking after myself	Health Education	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	A look at ill health. How do we know when we are not well? Does our body give us warning signs? How can we listen to ourselves better and make the right choices to prevent illness? Where can we go for help? Pupils use sorting cards to create scenarios, then act one out for the class.
5. Looking after my teeth	Health Education	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Pupils learn about teeth and dental hygiene, bringing in toothbrushes to practise teeth cleaning, after using disclosing tablets, to see how clean their teeth are.

Year 4, Topic 2: Human Rights

Lesson number and title	Strand	Objectives	Overview
1. Playtime for everyone!	Living in the Wider World	To recognise there are human rights, that are there to protect everyone. To learn about the relationship between rights and responsibilities.	This lesson introduces pupils to the concept of rights and responsibilities, focusing on the right to play. Pupils learn a little about the UN Convention and go on to consider what can be done to make playtime safe and fun for every child.
2. Our class charter	Living in the Wider World	To recognise reasons for rules and laws; consequences of not adhering to rules and laws. To recognise there are human rights, that are there to protect everyone.	In this lesson, pupils consider the rights to learn, to be safe, to be able to express their own opinion, and the right to privacy. They consider the relative responsibilities that accompany those rights, and go on to create a class charter.
3. Born free	Living in the Wider World	To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. To learn about the relationship between rights and responsibilities.	Pupils look in more detail at a number of the rights enshrined in the UNCR. They match rights and responsibilities.
4. When rights are taken away	Living in the Wider World	To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	Pupils look at the effects of people disrespecting other people's human rights, seeing some of the damaging consequences. They learn about some strategies for giving support to those at risk.
5. Happy, happy, happy!	Living in the Wider World	To recognise there are human rights, that are there to protect everyone.	Pupils consider the right to be happy. They reflect on what makes themselves and other people happy and our responsibilities towards each other.

Year 4, Topic 3: Emergency Situations

Lesson number and title	Strand	Objectives	Overview
1. What is an emergency?	Health Education	To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. To learn how to make a clear and efficient call to emergency services if necessary.	This lesson allows pupils to explore what constitutes an emergency. Pupils look at a 999 script and decide what are the key pieces of information which they need to know in order to help emergency services. They make a record of their personal information. They then role-play different emergency scenarios.
2. First aid	Health Education	To understand concepts of basic first aid, for example dealing with common injuries, including head injuries.	This lesson focuses on pupils' understanding of when first aid might be required. They identify a range of common first aid situations and research how to deal with them. These might include simple cuts, sprains, asthma attacks and unconsciousness.
3. Fire safety	Health Education	To learn how to make a clear and efficient call to emergency services if necessary. To learn how to respond to fire safety issues within school and in the home.	Pupils begin with a treasure hunt about what is needed for a fire to start. They look at the three elements needed to start a fire, then discuss potential fire safety hazards and how these can be avoided, as well as looking at the fire hazard prevention measures within school and in their own homes.
4. Water safety	Health Education	To identify the dangers water can pose and how these can be avoided or reduced.	This lesson focuses on the dangers which water poses (this is on the increase in the UK). Pupils identify places where water safety needs to be observed and then research ways in which they can keep safe while swimming or near water. They organise their research into Risk, Advice and Rescue.
5. Celebrating our emergency services	Living in the Wider World	To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	This lesson focuses on the jobs within the emergency services that are behind the scenes and on the importance of celebrating and appreciating the work done by the emergency services.

Year 4, Topic 4: Respect

Lesson number and title	Strand	Objectives	Overview
1. A fantastic friend	Relationships Education	<p>To realise how important friendships are in making us feel happy and secure.</p> <p>To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties.</p>	<p>This lesson introduces the idea of respect through examining friendship and the qualities of a fantastic friend. Pupils draw a fantastic friend and identify some characteristics of friendship.</p>
2. I don't like it when...	Relationships Education	<p>To acquire practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>To understand how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>To appreciate the importance of self-respect and how this links to their own happiness.</p>	<p>This lesson helps pupils to develop skills of assertiveness. They explore the positive and negative emotions that can be induced by what others say or do to them, and write their own I-statements.</p>
3. When friendships go wrong	Relationships Education	<p>To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>This lesson looks at conflict and conflict resolution in friendships. Pupils consider some scenarios and use drama to show both negative and positive behaviours in conflict resolution.</p>
4. Five fingers	Relationships Education Living in the Wider World	<p>To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>	<p>This lesson helps pupils to consider trust as an important element of respect. They explore what makes you trust a person, and decide who are their Five Trusted People who they would go to for advice or support if they are worried about something.</p>

Year 4, Topic 5: Money Matters

Lesson number and title	Strand	Objectives	Overview
1. What is money?	Living In the Wider World	<p>To learn about the different ways to pay for things and the choices people have about this.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p>	<p>Where does money come from? What can people do with money? How do we feel about money? The lesson looks at the history of money and the basic decimal system. It also looks at how we have choices about what we do with our money and how we can keep it safe.</p>
2. How does society manage our money?	Living In the Wider World	<p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>To recognise that people make spending decisions based on priorities, needs and wants.</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p>	<p>Pupils learn about how society manages money. They work in teams to learn, and then teach the rest of the class, about: different ways to pay; borrowing, loans and debt; salaries and taxes; and government support.</p>
3. What can I do to make money in the future?	Living In the Wider World	<p>To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> <p>To learn that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>	<p>Pupils explore options for different work/making money. The huge range of jobs available to everyone are explored, building aspirations and breaking down stereotypes. Pupils learn about different jobs from visitors or research different jobs online.</p>
4. Enterprise project – let's be entrepreneurs!	Living In the Wider World	<p>To learn different ways to keep track of money.</p>	<p>This and the next lesson give the class a chance to work as a team to develop an idea to be enterprising, run a 'business' and see if they can make a profit. The proceeds will go to a charity of their choice (or to a class treat?!).</p>

Year 4, Topic 6: Falling Out and Making Up

Lesson number and title	Strand	Objectives	Overview
1. Why is friendship important?	Relationships Education	To know how important friendships are in making us feel happy and secure, and how people choose and make friends.	This lesson allows pupils to discuss the reasons why friendship is important. They explore a number of scenarios looking at why people are friends and seeing that many friends have common interests.
2. What makes a good friend?	Relationships Education	To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.	Pupils draw themselves doing something they enjoy with their friends. They think of words to describe friends and create an advert for a friend. The lesson emphasises key traits of friends but also that different people look for different things in a friendship.
3. Falling out	Relationships Education Living in the Wider World	To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.	This lesson focuses on why friends might fall out and how arguments and disagreements can be resolved. Pupils look at a range of scenarios and act out possible resolutions.
4. Feeling left out	Relationships Education	To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Pupils think about times when they have felt left out or excluded. They consider a range of feelings which stem from feeling isolated and why people might isolate others. They then identify strategies to help in times when they might feel left out or when others might feel left out.
5. Healthy friendships	Relationships Education	To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. To know where to get advice, e.g. family, school and/or other sources. To know what sorts of boundaries are appropriate in friendships with peers and others.	This session will focus on the important issues of what a healthy friendship looks like and some unhealthy friendship traits. It will also focus on boundaries. This is a discussion-based lesson that allows pupils to share their views and ideas on where to go for help if they feel uncomfortable in a friendship or if a friend is displaying unhealthy friendship traits.

Year 5, Topic 1: Body Image

Lesson number and title	Strand	Objectives	Overview
1. My awesome body	Health education Relationships education	To understand the importance of self-respect and how this links to their own happiness. To understand the risks associated with an inactive lifestyle, and what constitutes a healthy diet.	Pupils think of all the amazing things which their bodies can do. They play a pairing game finding different people within the class who have particular attributes. They think about things which they admire in their peers.
2. Body image through the ages	Health education Relationships education	To understand the importance of self-respect and how this links to their own happiness. To know that body image has changed throughout the ages and can be influenced by society.	Pupils explore trends and fashions in body image and style through the ages, choosing a particular era to research and present to the class. If there is time, pupils can create a 'body image through the ages' collage.
3. Images on the internet	Health education Relationships education	To understand the importance of self-respect and how this links to their own happiness. To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To understand the risks associated with an inactive lifestyle (including obesity). To know what constitutes a healthy diet (including understanding calories and other nutritional content).	Pupils spot the differences between original and photoshopped pictures and have a go at photoshopping their own images.
4. The big debate	Health education Relationships education Living in the Wider World	To understand the importance of self-respect and how this links to their own happiness. To know how to be a discerning consumer of information online and in print, including understanding that information, such as that from search engines, is ranked, selected and targeted. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	Pupils engage in a debate on the question: Should it be made illegal to photoshop images which are posted online or used in advertising?
5. Celebrating our bodies	Health education Relationships education	To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Pupils research and design a positive body image campaign. This could include writing letters to government, head of school, a twitter hashtag, a PowerPoint assembly, etc.

Year 5, Topic 2: Bereavement and Loss

Lesson number and title	Strand	Objectives	Overview
1. Loss	Health education	To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.	Pupils talk about times when they might have lost something and use freeze frame drama techniques to act out a range of scenarios identifying how the characters might feel at key points through the scene.
2. Losing someone we love	Health education Relationships education	To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. To appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Pupils review a case study of a pupil who is experiencing grief. They discuss the ways in which the girl is acting and feeling. Using a range of national websites, they then create a leaflet offering advice for young people who might be experiencing loss.
3. Celebrating life	Health education Relationships education	To be able to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Pupils explore their understanding of what happens at a funeral and the reasons why people might hold funerals. They design a funeral for a pet in the case study.
4. Celebrating life in other cultures	Health education Relationships education	To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To explore the ways in which a variety of cultures celebrate the life and loss of their loved ones.	Pupils explore the ways in which different cultures celebrate life and remember their loved ones. They research Día de los Muertos (Day of the Dead), which is celebrated in Mexico.
5. When families change	Health education Relationships education	To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	This lesson gives pupils an initial understanding of loss as separation or changes within a family unit and the feelings that might come as a result of a separation or divorce. Pupils look at a range of families and draw their own families as well as take part in circle-time activities and discussions.

Year 5, Topic 3: Fake News

Lesson number and title	Strand	Objectives	Overview
1. What is fake news?	Health education Living in the Wider World	To understand how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	Introduction to fake news highlighting examples of fake news and asking them to spot what is fake and what is real. Having learnt why people create fake news, and how to spot it, pupils create their own examples of fake or real headlines and ask classmates to guess what's real.
2. How to spot fake news	Health education Living in the Wider World	To know how to be a discerning consumer of information online, including understanding that information, such as that from search engines, is ranked, selected and targeted. To learn about some of the different ways information and data is shared and used online, including for commercial purposes. To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.	Pupils explore a variety of fake news or real websites using a checklist to help them discern what is real and what is fake. They add to the checklist as a class from things they have found which might be useful in spotting fake news.
3. Clickbait	Health education Living in the Wider World	To learn about some of the different ways information and data is shared and used online, including for commercial purposes. To know where and how to report concerns and get support with issues online.	Pupils explore the idea of clickbait and how it encourages people to click on certain headlines or sites. They create their own clickbait headlines, thinking of the techniques which are used to entice people to read more. They create a mind map or poster to show the ways in which clickbait can be identified and how to avoid it.
4. Advertising	Health education Living in the Wider World Relationship education	To know how to be a discerning consumer of information online including understanding that information, such as that from search engines, is ranked, selected and targeted. To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.	Pupils look at the ways in which advertisers use persuasive language and how search engines collect data to create targeted advertising for individuals, based on their search history.
5. Who are you?	Living in the Wider World	To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	Pupils explore the ways in which not everything we see on social media is true. Pupils look at a range of pictures from a supposed 'holiday' and interview the traveller. These interviews will be recorded.

Year 5, Topic 4: Life in Plastic

Lesson number and title	Strand	Objectives	Overview
1. What is plastic?	Living in the Wider World	To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	Pupils begin to explore the ways in which we use plastic on a daily basis. They look at a range of everyday products, decide whether they contain plastic and begin to think about alternatives.
2. How does plastic affect our planet?	Living in the Wider World	To understand the ways in which single-use plastics can affect the planet when not disposed of correctly.	This lesson gives pupils the opportunity to develop their understanding of the time it takes for plastics to disintegrate and how single-use plastics affect the planet. They will create an infographic of their research in this area.
3. Making changes	Living in the Wider World	<p>To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p>	Pupils work in groups to plan a zero-waste party, looking at alternatives to party decorations, invitations, party games and food. They have the opportunity to consider the benefits and limitations of single-use plastic alternatives.
4. Party time!	Living in the Wider World Health education	<p>To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>To understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p>	Pupils prepare for their zero-waste party. They work in groups to prepare invitations, food, decorations, party games and party bags for their party, and then enjoy the party.
5. Reduce, recycle, reuse	Living in the Wider World	<p>To identify the ways in which individually, as a school and a community materials and resources can be reduced, recycled and reused.</p> <p>To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p>	Pupils identify the 3 Rs and what they mean. They create graffiti walls showing what their class or school can do to ensure that they follow the 3 Rs. Based on these ideas they write a persuasive letter to their headteacher or board of governors to explain the importance of promoting the 3 Rs within the school or community.

Year 5, Topic 5: Puberty

Lesson number and title	Strand	Objectives	Overview
1. What is puberty?	Health education	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.	Pupils explore a range of products associated with key changes in puberty (deodorant, sanitary towels, etc.). They watch the videos from <i>Snap Science</i> , “How do girls become women?” and “How do boys become men?”, before annotating outlines of a female and male body with the changes that happen to each sex during puberty.
2. Changes in emotions	Health education	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know about personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Pupils discuss the changes in hormones and emotions that they may feel during puberty. They play the ‘emotions musical chairs’ game and look at a range of scenarios on which they offer ‘agony aunt/uncle’ advice. They can then make up their own scenarios for others to advise on. Pupils discuss the importance of keeping clean and identify products or ways in which they can keep themselves clean. They respond to the scenarios, feeding back to the class about how they could handle them.
3. Body parts	Health education Relationships education	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Pupils identify female and male body parts. They use scientific language for each body part and understand the role these parts play in reproduction and other body systems. They match the names of body parts to their functions.
4. The menstrual cycle	Health education	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know about menstrual wellbeing, including the key facts about the menstrual cycle.	Pupils will begin by writing any anonymous questions they may have on sticky notes, then reviewing each stage of the menstrual cycle presentation. They will have an opportunity to look at a range of sanitary protection products and explore how they work. They will explore the idea of menstrual wellbeing and how to take steps to ensure that they are signposted to advice or people who can help if needed. They will then recap their questions to check that they have been answered.
5. What happens to boys?	Health education	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.	Pupils will begin by writing anonymous questions on sticky notes. They will then discuss in more detail each of the changes that happen to boys during puberty and label each of these changes on the resource sheet. This will cover voice changes, wet dreams and erections, etc. They will then recap their questions to check that they have been answered.

Year 5, Topic 6: Changes in Friendships

Lesson number and title	Strand	Objectives	Overview
1. What does friendship look like?	Relationships education	<p>To identify the characteristics of friendships, including kindness, generosity, trust, sharing interests and experiences.</p> <p>To know how important friendships are in making us feel happy and secure.</p>	Pupils identify times when someone has been a friend to them. They discuss a range of pictures which they create their own narrative around and then act out. Pupils then create a class word cloud to show words which they associate with friendship.
2. Falling out	Relationships education	<p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	Pupils take part in a game to help them understand how effective communication is important and can be difficult. They then look at a range of scenarios which portray possible issues within friendships. They work in groups to offer advice on how to resolve the issues in each of the scenarios. The session finishes with a game of 'Rumours', as a way of introducing the difficulties which arise when rumours are spread.
3. Being a bystander	Relationships education	To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Pupils explore the differences between bullying and teasing. They then create comic strips showing scenarios of bystanders and what people could do in this situation.
4. Who can we trust?	Relationships education	<p>To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	Pupils discuss times when they have lied or been lied to and the feelings the situation evoked. They create mind maps in relation to a range of discussion points and learn about five key warning signs to look out for when making friends online.
5. Friendships online	<p>Relationships education</p> <p>Health education</p>	<p>To know how important friendships are in making us feel happy and secure.</p> <p>To understand that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	Pupils discuss the term 'troll'. They then look back at their class word cloud from Lesson 1 and decide if the words relate to friendships online as well as offline. Pupils create an acrostic fact sheet for FRIENDSHIP to show rules for appropriate behaviour online.

Year 6, Topic 1: Drugs and Alcohol Education

Lesson number and title	Strand	Objectives	Overview
1. What are drugs?	Health education	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Pupils discuss what they think drugs – and a drug dealer – might look like, allowing for a discussion around areas of possible misconception. Pupils explore the idea of people who might introduce them to drugs. They discuss the range of drugs and that they aren't all white powders! Finally, pupils reflect upon their own understanding of what a drug is and dispel misconceptions about what a drug dealer might look like.
2. Legal or illegal?	Health education	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Pupils explore information about a range of legal and illegal drugs. They discuss whether all drugs are bad and how legal drugs are regulated but illegal drugs are not and can contain other very dangerous substances. The lesson looks at legal ages for a range of legal drugs and the law in terms of using and selling drugs. This lesson explores the dangers of drug use and how it can affect an individual and those around them.
3. Why do people take drugs?	Health education	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.	Pupils explore why people might take illegal drugs or use legal drugs to excess. They create scenarios showing when people might feel pressurised into taking illegal drugs, or legal ones underage. They identify how the characters might be feeling and the reasons behind the choices they make. They design a range of phrases which can be used in situations where they might feel pressurised into making choices they feel uncomfortable with.
4. Cigarettes and smoking	Health education	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To know how to make informed choices.	Pupils explore the effect of smoking on the body. They look at the differences between cigarettes and e-cigarettes. They create a recorded news report based upon their own research on the dangers of e-cigarettes and cigarettes.
5. Alcohol	Health education Living in the Wider World	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To identify the ways that money can impact on people's feelings and emotions.	Pupils discuss their prior knowledge of alcohol before discussing the effects of alcohol on the body and the effects it can have on people's ability to make healthy decisions. They annotate the outline of a body showing the dangers of alcohol.

Year 6, Topic 2: Sex Education

Lesson number and title	Strand	Objectives	Overview
1. What is love?	Health education Relationships education	To know key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know that families are important for children growing up because they can give love, security and stability.	Pupils listen to the Beatles song 'All you need is love' and write what they think love is in paper love hearts. They discuss statements about love and compare them to statements about friendship, highlighting the differences between the two. Love between same-sex couples will also be discussed and what the characteristics of a loving relationship might be in a range of different relationships.
2. Sexual attraction	Relationships education	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	This lesson focuses on what sexual attraction is and the ways in which people show their attraction to each other. It explores the idea of sexual contact being about pleasure for both partners and not solely sexual intercourse (which will be discussed further in Lesson 4). This begins with looking at holding hands, kissing, touching and looks at a range of relationships, including LGBTQ+, signposting students to support networks and useful websites.
3. Consent	Relationships education	To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Practical steps they can take in a range of different contexts to improve or support respectful relationships. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	This lesson builds upon the pupils' understanding of consent and what that means to them within a relationship. It is a discussion-based lesson highlighting key points through scenarios. This looks at peer pressure, the understanding of pressure from social media, rumours and the choices and control that pupils have over their own bodies, as well as where to go for help or support if they feel uncomfortable in any way within a relationship. Clear guidelines for teachers surrounding possible disclosures or discussion points are available through the lesson and PPT.
4. Conception	Health education Relationships education	To know the key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Pupils look at the stages of heterosexual sexual intercourse and order these as pictures, matching them with the written descriptions (this will ensure inclusion for all). Misconceptions are discussed as/if they arise. The lesson also includes a slide showing various forms of contraception which can help to protect against STIs as well as prevent pregnancy, and a discussion around which contraception helps to protect against both.
5. More about babies	Relationships education	To identify the stages of pregnancy and how a baby is conceived. To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Conception is discussed through sexual intercourse, IVF and surrogacy, as well as becoming a parent through fostering and adoption. It reiterates the diversity within families. Pupils will bring in baby or childhood photos of themselves to put on an anonymous board to see if they can work out who is who. They then discuss terms such as fertilisation and conception and discuss the stages of pregnancy as well as birth, sorting the definitions with pictures. The lesson concludes with a true/false quiz.

Year 6, Topic 3: Mental and Emotional Health

Lesson number and title	Strand	Objectives	Overview
1. What are emotions?	Health education Living in the Wider World	<p>To understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p>	Pupils identify a range of emotions and times when they might have experienced these emotions. They look at a range of scenarios and suggest the emotions which might be felt by the characters, and why.
2. Mindfulness	Health education	<p>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	Pupils take part in a mindfulness listening activity. They discuss what mindfulness is and why it might be beneficial. They take part in a carousel of mindfulness or self-care activities and reflect upon which ones work best for them.
3. Self-care	Health education	<p>To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>	Pupils discuss the importance of a healthy diet, sleep, exercise and having someone to talk to. They then create a class or group display for the school hall or other public space, showing strategies of self-care or with top tips highlighting the importance of self-care. They decorate a bookmark with their three top tips.
4. Sleep	Health education	<p>To understand the importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn.</p> <p>To know some simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	Pupils work in pairs to act out short scenarios of time when they haven't had enough sleep. How did it affect them? How did they feel? They discuss issues such as being irritable and grumpy, lack of concentration, being more emotional or sensitive. Pupils suggest ways to create a bedtime routine.

Lesson number and title	Strand	Objectives	Overview
5. Feeling worried	Health education	<p>To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know where and how to seek support (including recognising the triggers for seeking support), including the person they should speak to at school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	Pupils explore some of the changes surrounding transition to secondary school and changes which they have already experienced. They take each of their worries in turn and think about the potential positive side to each change. They also consider where they can seek help if they need someone.

Year 6, Topic 4: Global Sustainable Development Goals

Lesson number and title	Strand	Objectives	Overview
1. Our world – what’s the damage?	Living in the Wider World	To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	Pupils investigate and research how humans have damaged the world around them. In groups, they research one of three different areas – land, water, air – and report back.
2. Global sustainable development goals	Living in the Wider World	To recognise there are human rights, that are there to protect everyone.	The class learn about the 17 sustainable development goals and create freeze frames to summarise and represent each one.
3. To travel or not to travel?	Living in the Wider World	To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).	Pupils explore the topic of travel through a class debate focussing on air travel. Half the class argue for air travel; the other half against air travel.
4. What’s the good news?	Living in the Wider World	To learn about the relationship between rights and responsibilities.	This lesson explores some good news stories related to sustainability from around the world (but with a focus on the UK if possible). Pupils create a ‘Stop Press Good News Newspaper’ to record what they have learnt.
5. What can we do to make the world more sustainable?	Living in the Wider World	To learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). To learn to value the different contributions that people and groups make to the community.	Pupils create inspirational posters and/or information leaflets to share with the other classes and with their families and communities.

Year 6, Topic 5: E-Safety and Social Media

Lesson number and title	Strand	Objectives	Overview
1. The internet – is it all bad?	Relationships education Health education	To know that for most people the internet is an integral part of life and has many benefits To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health To identify the ways that money can impact on people’s feelings and emotions	Pupils consider a range of issues including the benefits and risks of the internet, the perceptions of technology that different people have, and how the internet has changed our way of living. They also look ahead to predict just how technology may develop in the future.
2. What’s my password?	Relationships education Living in the wider world	To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online To begin to understand the concept of privacy and the implications of it for both pupils and adults To learn about some of the different ways information and data is shared and used online, including for commercial purposes	This lesson considers online passwords. It stresses the importance of secure passwords and explains how they protect our data. Pupils reflect on the effectiveness of their current passwords and are given suggestions for new, improved ones.
3. You’ve won a PRIZE!	Relationships education Living in the wider world	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them To know how information and data is shared and used online To know about the concept of privacy and the implications of it for both children and adults To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	This lesson looks at the unfortunate online experiences of a fictional girl and helps pupils to understand the importance of not sharing personal information online and being wise to cyber scams. It is based around an email which tells someone they have won a prize and asks for personal information.
4. You’re not my friend!	Relationships education Health education Living in the wider world	To know that the same principles apply to online relationships as to face-to face relationships, such as the importance of respect for others online including when we are anonymous. To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	This lesson looks at the harm that can be caused by posting negative things online. The lesson also considers the characteristics of friendship and how the same principles apply to online relationships as to face-to face relationships. The lesson is based around a story when a girl falls out with her friend and writes a mean note.

Lesson number and title	Strand	Objectives	Overview
5. It's personal!	<p>Relationships education</p> <p>Health education</p>	<p>To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online</p> <p>To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</p> <p>To understand that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>To consider the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>Pupils review their learning from the unit and consider personal information and the importance of keeping it private. The lesson focuses on how pupils can be 'in control' online. They prepare a homework task of creating Digital Ground Rules for their family. They make a list of 10 things they have learnt that they didn't know before about E-Safety and Social media.</p>

Year 6, Topic 6: Anti-social Behaviour and the Role of the Police and the Law

Lesson number and title	Strand	Objectives	Overview
1. Name that crime!	Living in the Wider World	<p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>	Introduction to the reason for rules and laws. Naming crimes and beginning to understand laws in practice.
2. It's my right!	Living in the Wider World	<p>To recognise there are human rights, that are there to protect everyone.</p> <p>To learn about the relationship between rights and responsibilities.</p>	Introduction to the Convention on the Rights of the Child. Pupils play a game to differentiate between Wants and Needs. They then consider Responsibilities to counterbalance Rights and make a poster of Rights and Responsibilities for school display.
3. Community matters	Living in the Wider World	To learn about the different groups that make up their community; what living in a community means.	Pupils consider what a community is and which communities they belong to themselves. They diamond rank the importance of a number of people who work in a community. They design a community centre which is accessible to all and offers support to a number of different groups in the community.
4. Controversial issues	Living in the Wider World	To understand that there are basic human rights shared by all peoples and all societies – and that these rights sometimes conflict.	Pupils play a game to help them understand that people can feel strongly in different ways about an issue. They consider some controversial issues where rights conflict through another game.
5 You are the judge	Living in the Wider World	<p>To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>To learn about the relationship between rights and responsibilities.</p>	Pupils consider the seriousness of given crimes and look at the consequences and possible sentences. They act as the judge for a series of crimes committed – and hear what actually happened to the people who committed the crimes.

APPENDIX 3

EYFS content to be covered

Personal, Social and Emotional Development Early Learning Goals (ELG)

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.