

| Year group | Term | Learning Outcomes | Activities/Resources | Vocabulary |
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| 3 | Autumn 1 Sept - Oct Healthy & Happy Friendships | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> identify qualities of a happy, healthy friendship and the importance of some friendship values over others describe the importance of listening to our friends, and how it feels to be listened to. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> discuss a range of touch and space scenarios and decide for ourselves whether these are okay or not okay list personal boundaries identify the difference between touch that feels good and when touch feels uncomfortable E.g. a hug from a parent or grandparent or someone that you don't know holding your hand. demonstrate respect for other's personal boundaries. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> explain what 'resilience' means describe ways to be resilient in different situations describe ways to help others develop resilience. | <p>Statements of qualities – true or false.</p> <p>Age appropriate scenarios - red, amber and green cards.</p> <p>Worksheet identifying those who are closest to least close to each child.</p> <p>Animated images of a child showing expressions while playing with toys for children to add statements to</p> | <p>friend, respect, values</p> <p>personal space, touch, private, privacy</p> <p>resilience, encouragement</p> |
| 3 | Autumn 2 Nov - Dec Similarities & Differences | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> describe the things that make us who we are explain differences between people demonstrate respect towards others' differences. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe what a community is and what people in a community share explain how our school community is formed, and how the people in it are linked identify some of the other communities that people in our school belong to. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> identify a number of different feelings from how people may be behaving describe what it may be like for someone who doesn't feel respected or valued demonstrate ways of showing people that they are respected and valued. | <p>Bingo worksheet – finding similarities and differences amongst peers. E.g. I am good at... favourite food... etc.</p> <p>Thinking about what respect looks like, feels like and sounds like. E.g. Being kind to one another, listening to each other etc.</p> <p>Thinking of the different communities that children belong to. E.g. school, religion, class etc.</p> <p>Discussion - feelings of animated characters shown in scenarios where peers are being kind or unkind in school.</p> | <p>different, equal, respect</p> <p>community, values, diversity, customs</p> <p>respect, feelings, values</p> |
| 3 | Spring 1 Jan - Feb | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> identify characteristics of healthy relationships explain what commitment means and why it is important describe different ways that people can show commitment in relationships. | <p>Statements about marriage – true or false. E.g. people of any age can get married; the way marriage is celebrated is different in different religions etc.</p> | <p>commitment, safe, secure, trust, relationship, marriage</p> |

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| | <p>Families & Committed Relationships</p> | <p>Lessons 3 & 4:</p> <ul style="list-style-type: none"> describe how big changes such as separation can affect a family describe how people in a family might feel when there is a big change, and how these feelings can also change explain who can help us if changes within our family are making us feel worried or unhappy. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> understand the different types of committed relationships, and the characteristics of them to understand big changes that affect families, exploring what happens when parents separate | <p>Identifying positive and negative characteristics. E.g. listening, stealing etc.</p> <p>Consider the feelings of a child whose parents have separated, highlighting that it isn't anyone's fault for a relationship ending.</p> <p>Discussing the characteristics of a healthy relationship. E.g. spending time with each other, supporting each other and caring for each other.</p> <p>Discussion about the different types of relationships (family, friends, school, work etc.) and what makes a relationship healthy (vocabulary shown) considering the feelings of people that are in a healthy/unhealthy relationship.</p> <p>Discussion about a scenario about a little girl whose parents go through a separation, considering the feelings of those involved.</p> | <p>separation, divorce</p> <p>commitment, safe, secure, trust, relationship, marriage</p> |
| <p>3</p> | <p>Spring 2 Feb- Mar</p> <p>Caring and responsibility</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> explain what being responsible means describe our own and others' responsibilities explain why it is important to act responsibly. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe what personal space is recognise the signs that our personal space being crowded explain what to do and how to get help if our personal space feels crowded explain our responsibility towards maintaining others' personal space. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> describe the responsibilities we have to care for and help others describe what empathy is and why it is an important way to show care. | <p>Statements for children to sort from very irresponsible to very responsible. E.g. saying sorry when you hurt someone, leaving toys on the stairs etc.</p> <p>Identifying the responsibilities of different people. E.g. a child, a teacher, a police officer etc.</p> <p>Determining which of the given scenarios invade a person's space or not. E.g. seeing people on a path and deciding to walk around them etc.</p> <p>Discussing a scenario about a child who did not make it into a school football team.</p> | <p>responsibility, responsible, consequences, irresponsible</p> <p>personal space, crowded, uncomfortable, boundaries, invade, defend</p> <p>empathy, caring, support, understanding</p> |
| <p>3</p> | <p>Summer 1 April- May</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> explain why sleep is important to our health and wellbeing describe a good sleep routine. | <p>Deciding on what helps or doesn't help form a sleep routine</p> | <p>health, wellbeing, sleep, routine</p> |

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| | <p>Healthy Bodies & Minds</p> | <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe the different types of food that make up a healthy diet explain why it is important to have a healthy diet. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> explain what germs are and what they can do to our bodies explain how viruses spread between people describe a range of ways to keep our bodies clean and free of germs. | <p>Identifying food groups and of what choices to make to ensure a healthy diet.</p> <p>Deciding what protects against germs and what spreads germs.</p> | <p>healthy, carbohydrates, proteins, dairy, fats</p> <p>germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap</p> |
| 3 | <p>Summer 2 June - July</p> <p>Coping with changes</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> describe the qualities of a good friendship identify key values of a good friendship explain our own values. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe ways to resolve difficulties in a friendship identify ways to maintain healthy friendships identify where to get help if someone is experiencing bullying or an unhealthy friendship. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> define the word permission and explain what it means in relation to personal boundaries describe how we give and receive permission and how we can withdraw this permission at any time explain why respect of personal boundaries is important in a healthy relationship. | <p>Discussing and listing the values and actions of a good friend.</p> <p>Determining which of the given friendship scenarios children agree or disagree with. E.g. his best friend makes fun of him for not having a phone, starting a new school and worried about not having any friends etc.</p> <p>Discussing different statements to decide whether permission has been granted or not. E.g. My friend says I can borrow her pen, they said no, but they were smiling etc.</p> | <p>friend, values, qualities</p> <p>friend, difficulty, compromise, communication</p> <p>yes, no, boundaries, permission</p> |
| 4 | <p>Autumn 1 Sept - Oct</p> <p>Healthy & Happy Friendships</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> describe the qualities of a good friendship identify key values of a good friendship explain our own values. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe ways to resolve difficulties in a friendship identify ways to maintain healthy friendships identify where to get help if someone is experiencing bullying or an unhealthy friendship. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> define the word permission and explain what it means in relation to personal boundaries | <p>Mind map activity, deciding on what values a good friend would have. E.g. kind, friendly, trustworthy</p> <p>Reading out statements for the children to agree or disagree to. E.g. Leaving someone out of a friendship group is okay sometimes, it is okay to want to have some time away from our friends., rolling your eyes at a friend is funny etc.</p> <p>Activity where children face each other and move towards each other at varying distances to determine</p> | <p>friend, values, qualities</p> <p>friend, difficulty, compromise, communication</p> |

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| | | <ul style="list-style-type: none"> describe how we give and receive permission and how we can withdraw this permission at any time explain why respect of personal boundaries is important in a healthy relationship. | what boundaries are necessary, what cues to look for when boundaries are crossed | yes, no, boundaries, permission |
| 4 | Autumn 2 Nov - Dec Similarities & Differences | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> identify stereotypes and explain why they can be unhelpful and inaccurate identify what being British means to individuals. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> explain how someone might be judged and give examples of this identify when someone is being judged because they are different explain how it might feel to be judged in this way describe ways we can help. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> explain our own views and opinions and identify those which are different explain why it is important to consider other people's points of view demonstrate consideration of others' points of view explain ways to maintain healthy relationships with others when we have different points of view. | <p>Discussing stereotypes as a class. E.g. Is there such a thing as a 'typical' British person? Do all people who live in Britain look or talk the same?</p> <p>Brainstorming ways of helping those that are being judged.</p> <p>Children to answer simple questions with their own point of view. E.g. What is the best treat to eat? What is the best film you have seen? What is the best book you have ever read? Then to share their answers and be questioned: Did everyone agree? Why not? Does that mean that some people got the answers wrong? Do all questions have a 'right answer'?</p> | <p>diversity, stereotype</p> <p>judge, judgment</p> <p>point of view, opinion, disagree, agree</p> |
| 4 | Spring 1 Jan - Feb Families & Committed Relationships | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> identify our different relationships and the differences between them describe appropriate behaviours and boundaries within relationships. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> identify different groups we belong to, and what this means to us describe how it feels to belong to a family or to a group describe ways in which families care for the people who belong to them. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> identify rules and expectations that families might have, and how these demonstrate care describe why particular rules are necessary to keep us safe and healthy. | <p>Create an acrostic poem using the word 'relationship' thinking of the qualities needed in a positive relationship with others.</p> <p>Children will consider the different people they may meet and the group or unit they belong to with those people. E.g. parent, sibling, grandparent, teacher, postman, counsellor etc.</p> <p>Children will be shown 'Caring Rules Scenarios' then will be asked Why do you think a family would have this rule or expectation? Do you think this is a caring rule? Why?</p> <p>They will be asked to consider the rules and expectations and home to then make a 'Rules Chart'.</p> | <p>relationships, appropriate, boundaries</p> <p>belonging, membership, together, family</p> <p>care, rules, expectations</p> |

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| | | | 'It's not fair!' sentences worksheet where they will be asked to work together to write the responses a parent might give for each one, with a reason for the rule. Ask pupils to consider how each rule demonstrates care. | |
| 4 | <p>Spring 2 Feb- Mar</p> <p>Caring and responsibility</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> describe some of our rights and why we have them identify responsibilities that come with rights explain some of the consequences of not accepting our responsibilities. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe some of the rights that children have under the UN Convention on the Rights of the Child explain why these rights are important in helping to keep us safe and cared for. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> explain what democracy is and how it relates to human rights explain what role the local and national government have within our society and how both of these governments work. | <p>Discussion with these questions:</p> <p>What rights do these rules protect? What responsibilities do we all have to make sure the rules are kept?</p> <p>Matching activity – match the right to the responsibility. E.g. We have the right to feel safe in our school, we have the responsibility to show kindness to everyone etc.</p> <p>UN Convention on the Rights of the Child scenarios to be matched to the rights that are described.</p> <p>Children to discuss the rights and decide which they think are the most important.</p> <p>Discussion about democracy and what the role of the local and national government is within our society.</p> | <p>rights, responsibilities, respect, opportunities, entitled</p> <p>agreement, rights, convention, United Nations</p> <p>democracy, local government, national government.</p> |
| 4 | <p>Summer 1 April- May</p> <p>Healthy Bodies & Minds</p> | <p>Lessons 1:</p> <ul style="list-style-type: none"> name some things they can now do independently. discuss their responsibilities. identify who is responsible for helping to keep children safe and healthy. <p>Lesson 2:</p> <ul style="list-style-type: none"> understanding that it's OK to take some risks but that other risks are dangerous. understand the terms 'risk', 'hazard' and 'danger'. explain how to get help in a risky or dangerous situation. <p>Lesson 3:</p> | <p>Discussion – what is the meaning of independence and what can they now do that they couldn't previously. Also, how responsible choice making will result in maintaining safety and health.</p> <p>Children will explore different scenarios with children that have responsibilities and will discuss what is similar or different to their responsibilities.</p> <p>Discussion – to discuss what risks are involved in the given scenarios. E.g. fireworks, fires, cutting vegetables with a knife, an overloaded extension lead, areas with warning signs etc.</p> <p>Discussion – the type of help that is available in the even of being at risk and discussing the different risks, hazards and dangers in given scenarios.</p> | <p>independent, responsible, decisions, choices, safe, healthy, consequences, instructions, rules, advice, help.</p> <p>risk, danger, hazard, safe, choices, decisions, rules, responsible, consequences, outcome.</p> |

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| | | <ul style="list-style-type: none"> • understanding the dangers encountered when being in the sun for too long. • advising others on how to stay safe in the sun. • listing ways in which to keep safe in the sun. <p>Lesson 4:</p> <ul style="list-style-type: none"> • understanding what drugs, cigarettes and alcohol are. • understanding the impact drugs, cigarettes and alcohol have on the body. • understanding the dangers of drugs, cigarettes and alcohol. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> • describe a range of healthy choices that can keep our bodies and minds healthy <ul style="list-style-type: none"> • explain some possible consequences of unhealthy choices. | <p>Discussion – the dangers of the sun and how to stay safe in the sun.</p> <p>True or false – scenarios relating to sun exposure.</p> <p>Children will be asked to design a poster to promote sun safety.</p> <p>Discussion – What are drugs, cigarettes and alcohol? Definitions given with explanations about how they affect the body. Are all drugs dangerous?</p> <p>Discussion – the dangers and effects of alcohol and smoking.</p> <p>Children will work to decide whether the given choices are healthy or unhealthy with a class discussion to address misconceptions.</p> <p>They will write a diary entry for a character they are familiar with, where they live a day making healthy choices and consider how these healthy choices makes the character feel.</p> | <p>sunshine, UV Rays, infrared, radiation, shade, sunburnt, damage, sunscreen, sun protection Factor.</p> <p>safe, dangerous, drugs, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, wellbeing, impact, affect.</p> <p>healthy, choices, consequences, responsibility</p> |
| <p>4</p> | <p>Summer 2 June - July</p> <p>Caring and responsibility</p> | <p>Lessons 1:</p> <ul style="list-style-type: none"> • understand that people get money from going to work and some other sources. • explain what skills might be needed for certain jobs. • identify other reasons why people might go to work. <p>Lesson 2:</p> <ul style="list-style-type: none"> • Understand the role money plays in their own and others’ lives, including how to manage their money and about how to be a critical consumer. • understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <p>Lesson 3:</p> <ul style="list-style-type: none"> • explain two ways that people borrow money. • understand some possible consequences of borrowing money | <p>Discussion - ‘Why do we need money?’ Where does money come from?’ What jobs people do and sources of income.</p> <p>Children will create an advert for a job role using the information they have learnt.</p> <p>Discussion - different payment methods. Explanation of payment methods.</p> <p>Activity - Why Pay that way? Deciding on different payment methods for different purchases.</p> <p>Discussion - what happens if people can’t afford to pay for what they want or what they need? Explanation of borrowing.</p> <p>What is the meaning of the words – debt, loan, interest, VAT and tax?</p> | <p>money, employment, work, job, payment, wages, spending, saving, gift, benefits.</p> <p>money, cash, coins, notes, credit, debit, cheque, bank account, bank, debt, owe, save, interest, borrow.</p> <p>money, debt, VAT, interest, tax, loan, bank</p> |

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| | | <p>Lesson 4:</p> <ul style="list-style-type: none"> explain the difference between a want and a need. talk about priorities. <p>Lessons 5:</p> <ul style="list-style-type: none"> talk about how adverts try to influence our spending and why. <p>Lessons 6:</p> <ul style="list-style-type: none"> discuss ways of keeping track of spending. explain why it is important to keep track of what we spend. | <p>Activity - vocab matching. Activity - debt photo storyboard. Discussion about the difference between want and need</p> <p>Activity - weekly budget – how much money is needed?</p> <p>Activity - Spending calendar game</p> <p>Activity - putting items in order of priority.</p> <p>Discussion – ‘Why do companies try to influence our spending?’</p> <p>Children will view adverts and discuss their appeal and what makes a good advert</p> <p>Role play - adverts based on product profile cards whilst thinking about the questions: What is this advert trying to make you spend money on? How is it trying to influence your spending? Why is it trying to do this?</p> <p>Discussion – value for money</p> <p>Item cost memory game – demonstration that recorded tracking is necessary</p> <p>Shopping game – are you being charged correctly? How do you know? Filling in a receipt. Discussion - why it is important to keep track of what we spend.</p> | <p>account, debt, owe, borrow, repay, repayments, credit card, unmanageable, savings.</p> <p>money, want, need, priority, budget, spending, saving.</p> <p>money, influence, spending, advertising, advertisement, profit, financial gain, consumer</p> <p>money, receipt, record, keep track, change, balance, budget, spending.</p> |
| 5 | <p>Autumn 1 Sept - Oct</p> <p>Healthy & Happy Friendships</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> explain what we mean by ‘identity’ describe the aspects which make up our own and others’ identities identify ways in which prejudice can be challenged. | <p>Identity bingo worksheet. E.g. Has brown eyes, Likes to wear..., Reads, Likes to play... etc.</p> <p>‘Who is Sam? worksheets. What differences are there? Are there any particular differences depending on whether a group had Sam as a girl or as a boy? Identify any stereotypes – do these things define us as ‘girls’ or ‘boys’? (For example, do we have to identify as male to play football, or female to have long hair?)</p> | <p>identity, stereotypes, prejudice</p> |

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| | | <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe what peer pressure is describe ways to resist peer pressure explain the qualities of a healthy friendship. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> talk about the signs and symptoms of stress and anxiety describe ways to manage stress and anxiety well identify where to go for further help and support if we or someone we know needs it. | <p>Children to list of all the ways in which people try to fit in (e.g. wear similar clothes; watch the same TV programmes; speak the same way).</p> <p>Consider the peer pressures and what children their age might feel pressure to do. Then asked: Why do you think sometimes people find it hard to say no? What tips would you give to someone who felt under pressure?</p> <p>Children to discuss how to identify someone's emotion then to decide whether a given scenario of different emotions demonstrates positive or negative impact.</p> | <p>peer pressure, choice</p> <p>emotions, wellbeing, emotional health, mental health, stress, anxiety</p> |
| 5 | <p>Autumn 2 Nov - Dec</p> <p>Similarities & Differences</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> describe our own strengths and celebrate what we are good at list the skills required for our own abilities and interests explain ways in which we are all different and have different strengths. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> consider at least one goal we can achieve in Year 5 list the steps needed to achieve a long term goal be able to set goals and plan for ways to achieve these. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> explain the advantages and disadvantages of using the internet identify ways to recognise risks and keep safe online explain ways in which to protect our online profile. | <p>Children to consider strengths given on cards and to then articulate how having strengths makes them feel. E.g. ambitious, supportive, being good at spelling, caring etc.</p> <p>Pupils to individually design a job application using the template to advertise the skills and attributes needed to demonstrate that strength or carry out that activity.</p> <p>Children will consider questions to create their own vision board: What kinds of things would you like to achieve? What kinds of experiences would you like to have? What would you like to own? What does success look like to you?</p> <p>Children will consider the best things and things they feel could be risky or dangerous about using the internet. Then, discuss ways to reduce risks. E.g. by asking for help, setting privacy controls, blocking someone etc.</p> | <p>strength, weakness, proud, abilities</p> <p>goals, aspirations, achievement, future, vision</p> <p>online, social media, profile, safety</p> |
| 5 | <p>Spring 1 Jan - Feb</p> <p>Healthy Bodies and Minds</p> | <p>Lesson 1 & 2:</p> <ul style="list-style-type: none"> explain what bullying means identify the different types of bullying identify how to seek help | <p>Discussion – what is bullying? What types of bullying are there?</p> <p>Activity – children will be shown different scenarios and will be asked what they think is happening and what should be done to resolve the situation.</p> | <p>Bullying, physical, cyber, verbal, emotional, kind, respect</p> |

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| | | <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> • make informed choices about my exercise and sleep habits. • identify the physical, emotional and mental consequences of not getting enough exercise or sleep. • use mindfulness and meditation to aid a good night's sleep. <p>Lesson 5 & 6:</p> <ul style="list-style-type: none"> • explain what is meant by first aid. • understand the key responsibilities of a first aider. • identify hazards and I am aware of how to avoid them. • understand the emotions that may come with being a first aider. • aware of the information that the emergency services require from a first aider. • understand and follow rules in school to stay safe and healthy. • identify an emergency and know how to give first aid. • identify where and how to get help in an emergency. | <p>Quiz – an online quiz with questions based on online bullying</p> <p>Discussion – What are the effects of not getting enough sleep? How can we get a good night's sleep? How does regular exercise benefit our mental and physical health? What are the risks associated with an inactive lifestyle?</p> <p>Activity – exploring different routines before deciding on what the positive and negative impact is of the actions shown on the cards.</p> <p>Discussion – identifying the role of a first aider.</p> <p>Activity – to go through various different hazards, identifying the risks posed and how to avoid them.</p> <p>Discussion – how to stay safe and healthy in school. Where and how can we get help in an emergency?</p> | <p>choices, consequences, sleep, deprivation, impact, effects, positive, negative, physical, emotional, mental, health, wellbeing, mindfulness, meditation, habit, routine</p> <p>safe, danger, hazard, harm, action, emergency, accident, injury, responsible, sensible, first aid, emergency services, decision, choice, help</p> |
| <p>5</p> | <p>Spring 2 Feb- Mar</p> <p>Caring and responsibility</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> • explain how people's care needs change through life • give examples of ways in which we can care for others. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> • explain what loneliness is and the ways in which it can affect people's health and wellbeing • identify some things that people can do if they are feeling lonely • identify ways in which we can help if others are feeling lonely or isolated. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> • explain some of the positive benefits of volunteering • describe some of the ways in which people can get more involved in their local communities. | <p>Children to look at images and answer questions</p> <p>Children to brainstorm ways to tackle loneliness after reading a description of a child who is feeling lonely.</p> <p>Children to consider a positive ending to the scenario given.</p> <p>Discussing how people can volunteer for different communities and local support groups.</p> <p>Discuss the impact of people volunteering based on given scenarios E.g. picking up litter etc.</p> | <p>care needs, caring</p> <p>alone, loneliness, lonely, isolation, isolated</p> <p>volunteer, volunteering, community, involvement</p> |

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| <p>5</p> | <p>Summer 1 April- May</p> <p>Healthy Bodies & Minds</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> explain how, the way we see ourselves, can impact our feelings and behaviour, and affect our health and wellbeing too. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> explain some facts about legal and illegal substances describe ways that alcohol, caffeine and smoking can affect the body and mind. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> explain how bacteria and viruses are spread and treated describe vaccination and immunisation and their roles in preventing disease. | <p>Children to read statements and agree, disagree or decide if it depends E.g. What is considered beautiful changes over time and varies across cultures and the world.</p> <p>Children to reflect, considering what attributes they have E.g. kind, caring, supportive etc. What one thing they would like to improve E.g. their times tables knowledge etc. Thinking of something they are proud of E.g. their handwriting etc.</p> <p>Children to share their understanding of the word 'drugs' before being given the category names: prescription, legal and illegal. Context to be given for better understanding.</p> <p>True or false quiz with statements. E.g., caffeine is a drug found in coffee, chocolate and Coca-Cola, people can get addicted to alcohol and to smoking etc.</p> <p>Children will then play a matching activity to identify the effects of different drugs. E.g. too many painkillers – stomach aches, smoking – increased heart rate and blood pressure, alcohol consumption – sick, dizzy, slurred speech, slow reactions etc.</p> <p>Children will discuss ways to remain healthy and well.</p> <p>Matching activity E.g. virus – tiny particles that cause disease in people, infection - when organisms invade a body and multiply to cause illness etc.</p> <p>Discuss what vaccinations and immunisation mean before taking part in a quiz. E.g. Who was the first vaccine invented by? How many vaccines are in the world today? Etc.</p> | <p>self-image, self-respect, attributes, self-talk, development, proud</p> <p>drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects</p> <p>bacteria, virus, disease, infection, immunisation, vaccination, antibiotic immunity, allergen, allergic reaction, herd immunity</p> |
| <p>5</p> | <p>Summer 2 June - July</p> <p>Coping with changes</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> describe ways in which external influences (including examples such as the media and celebrities) can influence and affect the way people view themselves describe the positive strengths and attributes of our own bodies and ourselves. | <p>Discussion of what the word 'influence' means. Asking children about the qualities superheroes have and by confirming that they are not real people so their physical appearance isn't reflective of a real person.</p> <p>Children will work in groups to create a mind map of the different ways people are unique. E.g. Eye colour,</p> | <p>body image, reality, pressure, attributes, influence</p> |

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| | | <p>Lesson 3 & 4: TAUGHT SEPARATELY TO BOYS AND GIRLS</p> <ul style="list-style-type: none"> • explain what periods are and why females have them • identify and dispel common myths around having periods. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> • explain how relationships change as we grow older • identify ways to manage and resolve impact on our relationships | <p>hair colour, height, abilities, family, culture or religion etc.</p> <p>Discuss 'body image' by looking at images of celebrities and deciding on the attributes that they each possess. E.g. David Beckham – a skilled footballer etc. Children will watch a short video where teenage girls explain what a period is – how the female body changes in preparation for a baby to form in the womb followed by their own experiences. E.g. feeling nervous, getting used to the change, seeking reassurance from parents, sharing menstrual symptoms like a change in mood and needing to be prepared.</p> <p>Children will be shown sanitary products suitable for their age and explaining to the girls that they can visit the family centre in the event of needing any products.</p> <p>True or false activity with statements. E.g. boys do not have periods, it hurts when you have a period, you cannot exercise when you have a period etc.</p> <p>Children will read a scenario of a girl who wants to go to the cinema with friends and people she doesn't know and exploring the reasons why her parent does not agree to let her go. Discuss ways that communication can be improved between child and parent so that both individuals can better understand each other.</p> <p>Children will write a short letter/email, acting as a mediator between the parent and child in the scenario. This will include sharing feelings of either the child or the parent in a respectful and positive manner.</p> <p>Children will reflect on their time in year 5, sharing any positive memories. They will consider the meaning of 'moving on' E.g. moving into a new home, moving from infants to juniors etc.</p> <p>Will draw/write about their fondest memories of being in year 5.</p> | <p>Menstruation Period Ovaries Egg</p> <p>relationships, emotions</p> |
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| <p>6</p> | <p>Autumn 1 Sept - Oct</p> <p>Healthy & Happy Friendships</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> • demonstrate ways of resisting pressure that threatens personal safety • demonstrate skills to help us be assertive against pressure to take risks • consider the benefits and costs of trusting other people. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> • describe ways that change can affect our friendships • identify ways that our feelings may change towards others • identify our values around relationships. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> • list a wider range of feelings and emotions that may be experienced in life • explain why we might feel a range of mixed emotions and understand that this happens to everyone • talk about situations that could make us feel differently and consider how best to respond to them. | <p>Children will consider what personal safety and taking risks means. E.g. not brushing their teeth, not completing their homework, crossing a busy road etc. Discussion based on scenario about maintaining online safety, considering the following questions:</p> <ul style="list-style-type: none"> -potential risks? -how to minimise risks? -consequences of taking or not taking risks? -choices that could have been made to be safer? <p>Children will be asked where they feel most safe and what they think they could do if they felt unsafe. Children will decide on whether the given statements are risky or not. E.g. answering the front door when you are home alone etc.</p> <p>Children will list what might affect a friendship, considering why it can change a friendship and how.</p> <p>Statements will be read that the children will need to agree, disagree with or say if they're unsure. E.g. It's okay to be interested in different things to your friends etc.</p> <p>Discussion about different dilemmas and how to resolve them. E.g. Ben wants to play football every weekend. His friend Jack wants to go shopping and hang around the town etc.</p> <p>Children will consider 'wider emotions' – feelings and emotions that they are familiar with. E.g. brave, cheerful, confused etc. before deciding if each are positive or negative emotions or both.</p> <p>Children will determine what conflicting emotions are being displayed in the given scenarios and why. E.g. Kelly has never given blood before but she is trying to overcome her fear and do a good deed etc.</p> | <p>personal safety, risk, consequences</p> <p>friends, change, relationships</p> <p>Emotions, feelings</p> |
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| <p>6</p> | <p>Autumn 2 Nov - Dec</p> <p>Similarities & Differences</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> describe positive and negative reasons why someone might create an online identity that is different to their offline identity explain ways to ensure that an online identity we might use is a safe one explain how to manage online situations that may be risky. <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe what cyber bullying is and how it differs from offline bullying ways to respond to cyber bullying, including where and how to get help identify respectful and kind ways to communicate online. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> describe ways to recognise, respect and celebrate diversity explain how to support someone who is struggling with their identity and worried about fitting in identify ways to challenge stereotypes and pre-judgements. | <p>Discussion on what identity means before deciding on whether the identities of people in the given scenarios are real or not. Children to complete a worksheet, answering questions relating to online safety based on a given scenario.</p> <p>Different safety networks shared with children E.g. NSPCC, Childline and CEOP.</p> <p>Children will think of the advice that could be given to those in given scenarios. E.g. Emma met someone online; they have told her they are the same age and that they know some of the same people that she does. Is it okay for Emma to give her contact details to this person? How might she be feeling?</p> <p>Discussion – what is bullying and how does it make people feel?</p> <p>Children to list as many forms of online bullying and face to face bullying.</p> <p>Discussion – why people may not feel they are bullying when this is done online.</p> <p>Is this bullying? activity. E.g. making fun of everything someone says online etc.</p> <p>Role play – acting out different scenarios with the provided solutions to stop/prevent bullying from occurring.</p> <p>Discussion – Would life be different if we were all the same? Why people want to fit and what emotions might be felt by someone who feels they don't fit in.</p> <p>Children to list words that link to a person's identity E.g. gender, hair colour/type, religion etc. before considering the identity of Anne Frank.</p> <p>Children will consider the feelings and resolution for a given scenario about a girl who doesn't feel like she fits in due to her disability.</p> | <p>online identity, communication, risk</p> <p>online bullying, cyber bullying, offline bullying</p> <p>Diversity, inclusive, differences</p> |
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| | | | <p>Children to mind map all the words that identify them as individuals and not as part of a crowd.</p> <p>Discussion asking children what families look like. E.g. single parent, grandparents with children, adopted etc, focussing on the qualities that are needed in a family.</p> <p>Describe your family, using key words that relate to the characteristics of a family.</p> | <p>Nuclear, single parent, blended, extended, foster, adoptive, ethnically and racially diverse.</p> <p>Sharing, caring, commitment, listening, helping, supporting, together, love.</p> |
| 6 | <p>Spring 1 Jan - Feb</p> <p>Healthy Bodies and Minds</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> • explain what it means to be a global citizen • explain actions of a global citizen • identify how people are being responsible global citizens • explain the importance of living as a responsible global citizen <p>Lesson 2:</p> <ul style="list-style-type: none"> • explain why global warming is happening. • identify the effects of global warming. • explain how different actions can help prevent the effects worsening. • reflect upon own feelings and commit to a small positive action. <p>Lesson 3:</p> | <p>Discussion – differentiating between a local citizen and global citizen and understanding that a global citizen engages with the world in which they live in, in a responsible way, for the good of all across the globe and for the good of the environment.</p> <p>Activity – looking at scenarios and explaining how the people shown are being responsible global citizens.</p> <p>Children to consider question: is it important to live as a responsible global citizen?</p> <p>Discussion – what is climate change and global warming and what are its effects. Can we make a difference?</p> <p>Activity – explore scenarios given to decide: what is being done to prevent global warming getting worse and identifying why they think the action shown, will help.</p> <p>Discussion – look at difference scenarios and consider question:</p> | <p>citizen, global, citizenship, responsible, aware, impact, world, human right, respect, shared responsibility, care, compassion,</p> <p>global warming, effects, help, harm, prevent, persuade, encourage, environment, earth, climate change</p> |

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| | | <ul style="list-style-type: none"> recall information previously learnt about global warming. discuss how the energy we use contributes to global warming. identify what we can do to help. <p>Lessons 4:</p> <ul style="list-style-type: none"> explain what an environmental role model is explain why Sir David Attenborough is a role model <p>Lesson 5:</p> <ul style="list-style-type: none"> explain to a partner what biodiversity is. identify the benefits of biodiversity. explain what biodiversity means to me through images and words. Understand what to do encourage biodiversity. <p>Lesson 6:</p> <ul style="list-style-type: none"> explain what being a global citizen means. discuss the importance of sustainability. identify if a choice has a positive or negative impact on people across the world. write a manifesto to make the world a better place. reflect on all I have learnt and the impact it is going to have on my life. | <p>how does the energy we use contribute to global warming?</p> <p>Role play - depict actions that can be taken to reduce the energy we use and explore different energy production methods</p> <p>Discussion – What is a role model? Who is Sir David Attenborough and why is his work so important to our planet?</p> <p>Activity – to list all the qualities that Sir David Attenborough has that make him an environmental role model.</p> <p>Activity – children will need to order a set of biodiversity cards in order of importance.</p> <p>Discussion – what is biodiversity and what can be done to encourage it?</p> <p>Discussion – what does it mean to be a global citizen? What is sustainability?</p> <p>Activity – children will create a manifesto to help make the world a better place.</p> | <p>global warming, energy, resources, impact, environment, use, responsible, help, protect, pledge, waste, save, renewable, non-renewable, conserve</p> <p>role model, environment, prevent, earth, wildlife</p> <p>biodiversity, environment, help, protect, encourage, important, future, world</p> <p>global citizen, choices, impact, consequences, responsible, responsibility, sustainability, sustainable, manifesto</p> |
| 6 | <p>Spring 2 Feb- Mar</p> <p>Caring and responsibility</p> | <p>Lesson 1:</p> <ul style="list-style-type: none"> explore and examine the Universal Declaration of Human Rights and share things that interest me. I can identify human rights that all children share. I understand that all people are entitled to human rights. <p>Lesson 2:</p> | <p>Discussion – What is the Universal Declaration of Human Rights? What is the United Nations Convention on the Rights of the Child and what does it hope to achieve?</p> | <p>human rights, protect, help, entitled, declaration, society, universal, valuable, worthy, important</p> |

RHE/PSHE Discovery Curriculum

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| | | <ul style="list-style-type: none"> • identify the similarities and differences between people. • I can explain what universal means. • I understand that it is never acceptable to do things against human rights laws and that these laws take priority over national laws, traditions and cultural practices. • I can reflect on why people may act against human rights laws and what I can do about this. <p>Lessons 3:</p> <ul style="list-style-type: none"> • understand that human rights are universal and it is not acceptable to take actions that are against people's rights. • I can identify how some people not having their rights met makes me feel. • I can research human rights issues and share my thoughts and findings. • I can identify things I can do to respect and protect the rights of others. <p>Lesson 4:</p> <ul style="list-style-type: none"> • understand that no one can take away my rights. • I can explain the consequences of not respecting the rights of others. • I can reflect on what I can do to be a rights-respecting citizen. <p>Lesson 5:</p> <ul style="list-style-type: none"> • share my thoughts and opinions in a group. • I can reflect on what changes I would like to see in the world and think about what I could do to help make this happen. <p>Lesson 6:</p> <ul style="list-style-type: none"> • describe what a human rights activist is. • I can investigate how human rights activists have changed the world. • I can carry out research and share my findings with others. • I can reflect on how I could be a human rights hero. | <p>Discussion – What are human rights? Which ones can you think of?</p> <p>Activity – children will look at pictures of people from all over the world to determine that human rights apply to all humans regardless of who they are and where they're from.</p> <p>Discussion – are everyone's human rights met? Children will be asked how they'd feel if their human rights were not met.</p> <p>Case studies – after reading a variety of case studies, children will learn about why people's rights sometimes aren't met and the importance of behaving as a rights-respecting citizen.</p> <p>Discussion – we all need to respect our own rights as well as the rights of others. Children will also learn the potential consequences of not being a rights-respecting citizen.</p> <p>Activity – to create a pledge, stating what they will do to be a rights-respecting citizen.</p> <p>Discussion – what are the reasons for human rights and what are the reasons for change?</p> <p>Activity – children will read through historical fact cards and discuss how views on human rights have changed and why.</p> <p>Discussion – what are human rights activists?</p> <p>Activity – children will research the work of different human rights activists before discussing how they have made a difference in the world.</p> | <p>rights, human rights, protect, respect, against, law, tradition, culture</p> <p>rights, human rights, universal, protect, respect, help, against, cultural</p> <p>human rights, duties, responsibilities, respect, consequences</p> <p>human rights, children's rights, change, respect, child labour, laws</p> <p>human rights, activists, change, laws, rules</p> |
| 6 | <p>Summer 1 April- May</p> <p>Healthy Bodies & Minds</p> | <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> • describe self-respect • explain how self-respect can affect our mental health and wellbeing. | <p>Discussion – self respect</p> <p>Bingo – children to find a person to match with the statement. E.g. someone who can tell you</p> | <p>self-respect, confidence, strengths, weaknesses, pride</p> |

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| | | <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> describe how the internet and social media can affect personal wellbeing explain where and how to get help if we feel worried about or affected by something we have seen online. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> explain what we mean by mental health describe some symptoms of mental ill health and identify some sources of help describe some ways to look after our mental health. | <p>something they are good at, someone who can describe a time when they have been kind to themselves etc.</p> <p>Children to consider write things they like about themselves and/or positive statements about themselves. E.g. something they are good at – sharing, handwriting etc.</p> <p>Discussion – why do social media platforms have age restrictions? What are the risks of using them if you’re not old enough?</p> <p>Discussion – FOMO – clarifying what it means and why people might feel that way in the given scenarios. Discussion – the types of sources of information E.g. books, websites etc. Determining what sources are safe or not.</p> <p>Discussion – what do we use our minds for? E.g. maths problems, deciding what to eat for lunch etc. followed by further discussion about how other situations can add to our minds E.g. falling out with a friend etc. and sharing ways to manage our thoughts by exercising, sharing with someone they trust etc.</p> <p>Discussion – NHS’ 5 steps to mental wellbeing.</p> | <p>social media, comparison, FOMO (fear of missing out)</p> <p>mental health, mental ill-health, wellbeing, symptoms, mind</p> |
| <p>6</p> | <p>Summer 2 June - July</p> <p>Coping with changes</p> | <p>TAUGHT SEPARATELY TO BOYS AND GIRLS</p> <p>Lessons 1 & 2:</p> <ul style="list-style-type: none"> identify the changes in our bodies since Nursery or Reception class discuss the physical changes that happen during puberty distinguish between the changes that happen to girls and boys. | <p>Discussion – what does puberty mean? E.g. experience changes in your body, something everyone experiences, occurs at different times etc.</p> <p>Children to consider what changes occur during this time with the understanding that an adult’s body will look different to that of a child’s E.g. muscles, facial hair, body shape, being taller etc.</p> <p>Boys, girls or both? – children to decide on whether the changes given are for boys, girls or both genders. E.g. deeper voice, periods, body odour, pubic hair, facial hair, emotions etc.</p> | <p>puberty, hormones</p> |

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| | | <p>Lesson 3 & 4:</p> <ul style="list-style-type: none"> • identify changes that happen during puberty and why they happen • describe ways to manage these changes, and where to get help if needed. <p>Lessons 5 & 6:</p> <ul style="list-style-type: none"> • identify changes during puberty that we cannot control, and ways to manage these • identify and describe to whom and where we can go for advice and support if we need it • give advice and support to others who might need it. | <p>Puberty changes true or false – statements that children will decide are true or false E.g. puberty changes happen very slowly, not overnight.</p> <p>Puberty change matching activity - children to match changes with their definition and decide which gender/s experience these changes. E.g. deeper voice, periods, body odour, pubic hair, facial hair, emotions etc.</p> <p>Puberty questions – children to decide what advice to give and where to source information from. E.g. I keep shouting at my sister for no reason, even when she hasn't done anything wrong, why is this happening? I have lots of spots on my face, and I think that everyone is staring at them etc.</p> <p>Activity – children will be given a list of changes that they will sort into two groups; changes we can control and changes we cannot control. E.g. emotions, changes to our bodies etc.</p> <p>Discussion – what techniques that can be used to manage changes? Who could you go to for advice and support?</p> <p>Activity – children to design a support leaflet for someone around their age to explain the changes that will occur, what to expect, who to speak to for advice and support and a list of recommended websites or books for reference. E.g. Childline, NHS etc.</p> | <p>hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty</p> <p>control, emotions, feelings, hormones, puberty</p> |
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