

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE) LONG TERM PLAN

KS1 & KS2 ANNUAL OVERVIEW



LABURNUM
PRIMARY SCHOOL & NURSERY
CHALLENGE • ACHIEVE • RESPECT • EFFORT

At Laburnum our PSHCE curriculum is based on the SCARF PSHCE online resource: <https://www.coramlifeeducation.org.uk/scarf/>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions
Reception	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions	Healthy Lifestyles/ Feelings and emotions
Year 1	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Year 2	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Year 3	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Year 4	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Being my Best	Rights and Responsibilities	Growing and Changing
Year 5	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Year 6	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Being my Best	Rights and Responsibilities	Growing and Changing



	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	<p>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</p> <p>Why we have classroom rules</p> <p>Our feelings</p> <p>Feelings and bodies</p> <p>Our special people balloons</p> <p>Thinking about feelings</p> <p>Good friends</p> <p>How are you listening?</p>	<ul style="list-style-type: none"> ▪ Understand that classroom rules help everyone to learn and be safe; ▪ Explain their classroom rules and be able to contribute to making these. ▪ Identify a range of feelings; ▪ Identify how feelings might make us behave: ▪ Suggest strategies for someone experiencing 'not so good' feelings to manage these. ▪ Recognise that people's bodies and feelings can be hurt; ▪ Suggest ways of dealing with different kinds of hurt. ▪ Recognise that they belong to various groups and communities such as their family; ▪ Explain how these people help us and we can also help them to help us. ▪ Recognise how others might be feeling by reading body language/facial expressions; ▪ Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) ▪ Identify simple qualities of friendship; ▪ Suggest simple strategies for making up. ▪ Demonstrate attentive listening skills; ▪ Suggest simple strategies for resolving conflict situations. 	<ul style="list-style-type: none"> ▪ Linked to Values: <ul style="list-style-type: none"> ▪ Co-operation ▪ Responsibility ▪ Caring ▪ Team work
Autumn 2	<p>Valuing Differences (Includes British Values focus)</p> <p>Same or different</p> <p>Unkind, Tease or Bully?</p> <p>Harold's School Rules</p> <p>Who are our Special People?</p> <p>It's not fair</p>	<ul style="list-style-type: none"> ▪ Identify the differences and similarities between people: ▪ Empathise with those who are different from them; ▪ Begin to appreciate the positive aspects of these differences. ▪ Explain the difference between unkindness, teasing and bullying; ▪ Understand that bullying is usually quite rare. ▪ Explain some of their school rules and how those rules help to keep everybody safe. ▪ Identify some of the people who are special to them; ▪ Recognise and name some of the qualities that make a person special to them. ▪ Recognise and explain what is fair and unfair, kind and unkind; ▪ Suggest ways they can show kindness to others. 	
Spring 1	<p>Keeping Myself Safe (Includes aspects of Relationships Education)</p> <p>Harold loses Geoffrey</p> <p>Good or bad touches</p> <p>Who can help? (1)</p> <p>Healthy me</p> <p>Super sleep</p> <p>What could Harold do?</p>	<ul style="list-style-type: none"> ▪ Recognise the range of feelings that are associated with loss. ▪ Understand and learn the PANTS rules; ▪ Name and know which parts should be private; ▪ Explain the difference between appropriate and inappropriate touch; ▪ Understand that they have the right to say "no" to unwanted touch; ▪ Start thinking about who they trust and who they can ask for help. ▪ Recognise emotions and physical feelings associated with feeling unsafe; ▪ Identify people who can help them when they feel unsafe. ▪ Understand that the body gets energy from food, water and air (oxygen); ▪ Recognise that exercise and sleep are important parts of a healthy lifestyle. ▪ Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ▪ Identify simple bedtime routines that promote healthy sleep. ▪ Understand that medicines can sometimes make people feel better when they're ill; ▪ Explain simple issues of safety and responsibility about medicines and their use. 	<ul style="list-style-type: none"> ▪ PANTS materials (NSPCC) www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/

	Unit Title	Knowledge & Key Questions	Specific Resources
Spring 2	<p>Rights and Responsibilities (Includes money/living in the wider world)</p> <p>Taking care of something Harold's Wash and brush up Around and about the school Harold's money How should we look after our money?</p>	<ul style="list-style-type: none"> ▪ Demonstrate responsibility in looking after something (e.g. a class pet or plant); ▪ Explain the importance of looking after things that belong to themselves or to others. ▪ Recognise the importance of regular hygiene routines; ▪ Sequence personal hygiene routines into a logical order. ▪ Identify what they like about the school environment; ▪ Recognise who cares for and looks after the school environment. ▪ Explain where people get money from; ▪ List some of the things that money may be spent on in a family home. ▪ Recognise that different notes and coins have different monetary value; ▪ Explain the importance of keeping money safe; ▪ Identify safe places to keep money; ▪ Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	
Summer 1	<p>Being my Best (Includes Keeping healthy/Growth Mindset/Goal setting/achievements)</p> <p>Pass on the praise Harold has a bad day Harold learns to ride a bike Eat well I can eat a rainbow Catch it! Bin it! Kill it!</p>	<ul style="list-style-type: none"> ▪ Demonstrate attentive listening skills; ▪ Suggest simple strategies for resolving conflict situations. ▪ Recognise how a person's behaviour (including their own) can affect other people ▪ Recognise that learning a new skill requires practice and the opportunity to fail, safely; ▪ Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. ▪ Recognise that they may have different tastes in food to others; ▪ Select foods from the Eat well Guide (formerly Eat well Plate) in order to make a healthy lunch; ▪ Recognise which foods we need to eat more of and which we need to eat less of to be healthy. ▪ Recognise the importance of fruit and vegetables in their daily diet; ▪ Know that eating at least five portions of vegetables and fruit a day helps to maintain health. ▪ Understand how diseases can spread; ▪ Recognise and use simple strategies for preventing the spread of diseases. 	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals , including humans
Summer 2	<p>Growing and Changing (Includes aspects of RSE)</p> <p>Then and Now Inside my wonderful body Keeping Privates private Surprises and secrets Who can help? (2)</p>	<ul style="list-style-type: none"> ▪ Identify things they could do as a baby, a toddler and can do now; ▪ Identify the people who help/helped them at those different stages. ▪ Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ▪ Understand and explain the simple bodily processes associated with them. ▪ Identify parts of the body that are private; ▪ Describe ways in which private parts can be kept private; ▪ Identify people they can talk to about their private parts. ▪ Explain the difference between a secret and a nice surprise; ▪ Identify situations as being secrets or surprises; ▪ Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. ▪ Explain the difference between teasing and bullying; ▪ Give examples of what they can do if they experience or witness bullying; ▪ Say who they could get help from in a bullying situation. 	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals , including humans



	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	<p>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</p> <p>How are you feeling today? Bullying or teasing? Don't do that! When I feel like erupting Types of bullying Being a good friend Let's all be happy</p>	<ul style="list-style-type: none"> To know that certain actions that will contribute positively to the life of the classroom; to make and agree pledges classroom rules based on those actions. To understand that people have different ways of expressing their feelings; to identify helpful ways of responding to other's feelings using a range of words to describe feelings. Understand what is meant by the terms 'bullying' and 'teasing' showing the difference between the two; explain situations as to whether they are incidents of teasing or bullying. Recognise that there are different types of bullying and unkind behaviour and that they are both unacceptable ways of behaving; understand and describe strategies for dealing with bullying. Recognise that friendship is a special kind of relationship; to identify some of the ways that good friends care for each other. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); explain where someone could get help if they were being upset by someone else's behaviour. 	
Autumn 2	<p>Valuing Differences (Includes British Values focus)</p> <p>What makes us who we are? My special people When someone is feeling left out An act of kindness Solve the problem</p>	<ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; to know and use words and phrases that show respect for other people. To recognise and explain how a person's behaviour can affect other people. Identify people who are special to them; to explain some of the ways those people are special to them. Explain how it feels to be left out from a group; to suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; explain how these impact on other people's feelings; suggest kind words and actions they can show to others and to demonstrate acts of kindness to others in school. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted) and to understand different skills to help foster and maintain positive relationships. 	
Spring 1	<p>Keeping Myself Safe (Includes aspects of Relationships Education)</p> <p>Harold's picnic How safe would you feel? What should Harold say? How do we make others feel? I don't like that Should I tell? Fun or not?</p>	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill and explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe and to suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify the types of touch they like and do not like and who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting and to know that they can ask someone to stop touching them. Identify safe secrets (including surprises) and unsafe secrets and to recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel and to understand that there are unsafe secrets and secrets that are nice surprises. 	<ul style="list-style-type: none"> PANTS materials (NSPCC) www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/

	Unit Title	Knowledge & Key Questions	Specific Resources
Spring 2	<p>Rights and Responsibilities (Includes money/living in the wider world)</p> <p>Getting on with others Our ideal classroom (1) Our ideal classroom (2) How can we look after our environment? Harold saves for something special Harold goes camping</p>	<ul style="list-style-type: none"> ▪ Describe and record strategies for getting on with others in the classroom. ▪ Understand, and be able to use, strategies for dealing with impulsive behaviour. ▪ Identify special people in the school and community who can help to keep them safe and know how to ask for help. ▪ Identify what they like about the school environment; identify any problems with the school environment (e.g. things needing repair) and make suggestions for improving the school environment; ▪ Recognise that they all have a responsibility for helping to look after the school environment. ▪ Recognise that money can be spent on items which are essential or non-essential and know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	
Summer 1	<p>Being my Best (Includes Keeping healthy/Growth Mindset/Goal setting/achievements)</p> <p>Harold’s bathroom Harold’s postcard-keeping clean and healthy My body needs..... What does my body do? You can do it!</p>	<ul style="list-style-type: none"> ▪ Explain the stages of the learning line showing an understanding of the learning process and to be able to suggest phrases and words of encouragement to give someone who is learning something new. ▪ Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. ▪ Explain things that they like and dislike, and understand that they have choices about these things; to understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. ▪ Know how to keep their body healthy: <ul style="list-style-type: none"> ▪ how germs can be spread; ▪ to describe simple hygiene routines such as hand washing; ▪ understand that vaccinations can help to prevent certain illnesses; ▪ the importance of good dental hygiene; understand that the body gets energy from food, water and oxygen; ▪ recognise that exercise and sleep are important to health. ▪ Understand that the body gets energy from food, water and oxygen and to recognise that exercise and sleep are important to health. 	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals , including humans
Summer 2	<p>Growing and Changing (Includes aspects of Relationships Education)</p> <p>Haven’t you grown!</p> <p>Sam moves house</p> <p>A helping hand</p>	<ul style="list-style-type: none"> ▪ Demonstrate simple ways of giving positive feedback to others. ▪ Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. ▪ Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and to know some of the things that people are capable of at these different stages. ▪ Identify which parts of the human body are private and to explain that a person's genitals help them to make babies when they are grown up. ▪ Understand that humans mostly have the same body parts but that they can look different from person to person. ▪ To understand what privacy means and to know that you are not allowed to touch someone’s private belongings without their permission. ▪ Give examples of different types of private information. 	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals , including humans



	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	<p>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</p> <p>My special pet</p> <p>Tangram team challenge</p> <p>Looking after our special people</p> <p>How can we solve this problem?</p> <p>Dan's dare</p> <p>'Thunks'</p> <p>Relationship tree</p> <p>Friends are special</p>	<ul style="list-style-type: none"> ▪ Explain some of the feelings someone might have when they lose something important to them; ▪ Understand that these feelings are normal and a way of dealing with the situation. ▪ Define and demonstrate cooperation and collaboration; ▪ Identify the different skills that people can bring to a group task; ▪ Demonstrate how working together in a collaborative manner can help everyone to achieve success. ▪ Identify people who they have a special relationship with; ▪ Suggest strategies for maintaining a positive relationship with their special people. ▪ Rehearse and demonstrate simple strategies for resolving given conflict situations. ▪ Explain what a dare is; ▪ Understand that no-one has the right to force them to do a dare; ▪ Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. ▪ Express opinions and listen to those of others; ▪ Consider others' points of view; ▪ Practise explaining the thinking behind their ideas and opinions. ▪ Identify different types of relationships; ▪ Recognise who they have positive healthy relationships with. ▪ Identify qualities of friendship; ▪ Suggest reasons why friends sometimes fall out; ▪ Rehearse and use, now or in the future, skills for making up again. 	<ul style="list-style-type: none"> ▪
Autumn 2	<p>Valuing Differences (Includes a British Values focus)</p> <p>Family and friends</p> <p>My community</p> <p>Respects and challenge</p> <p>Our friends and neighbours</p> <p>Let's celebrate our differences.</p> <p>Zeb</p>	<ul style="list-style-type: none"> ▪ Recognise that there are many different types of family; ▪ Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' ▪ Define the term 'community'; ▪ Identify the different communities that they belong to; ▪ Recognise the benefits that come with belonging to a community. ▪ Reflect on listening skills; ▪ Give examples of respectful language; ▪ Give examples of how to challenge another's viewpoint, respectfully. ▪ Explain that people living in the UK have different origins; ▪ Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; ▪ Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. ▪ Recognise the factors that make people similar to and different from each other; ▪ Recognise that repeated name calling is a form of bullying; ▪ Suggest strategies for dealing with name calling (including talking to a trusted adult). ▪ Understand and explain some of the reasons why different people are bullied; ▪ Explore why people have prejudiced views and understand what this is. 	<ul style="list-style-type: none"> ▪

	Unit Title	Knowledge & Key Questions	Specific Resources
Spring 1	<p>Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)</p> <p>Safe or unsafe? Danger or risk? The risk robot Super searcher As a rule None of your business Raisin change (1) Help or harm? Alcohol and cigarettes: the facts.</p>	<ul style="list-style-type: none"> ▪ Identify situations which are safe or unsafe; ▪ Identify people who can help if a situation is unsafe; ▪ Suggest strategies for keeping safe. ▪ Define the words danger and risk and explain the difference between the two; ▪ Demonstrate strategies for dealing with a risky situation. ▪ Identify risk factors in given situations; ▪ Suggest ways of reducing or managing those risks. ▪ Evaluate the validity of statements relating to online safety; ▪ Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. ▪ Explain why we have rules; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules. ▪ Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; ▪ Recognise and describe appropriate behaviour online as well as offline; ▪ Identify what constitutes personal information and when it is not appropriate or safe to share this; ▪ Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. ▪ Children will be able to: <ul style="list-style-type: none"> ▪ Demonstrate strategies for assessing risks; ▪ Understand and explain decision-making skills; ▪ Understand where to get help from when making decisions. ▪ Understand that medicines are drugs and suggest ways that they can be helpful or harmful. ▪ Identify some key risks from and effects of cigarettes and alcohol; ▪ Know that most people choose not to smoke cigarettes; (Social Norms message) ▪ Define the word 'drug' and understand that nicotine and alcohol are both drugs. 	<ul style="list-style-type: none"> ▪ PANTS materials (NSPCC)
Spring 2	<p>Rights and Responsibilities (Includes money and living in the wider world/environment.)</p> <p>Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money</p>	<ul style="list-style-type: none"> ▪ Children will be able to: <ul style="list-style-type: none"> ▪ Define what a volunteer is; ▪ Identify people who are volunteers in the school community; ▪ Recognise some of the reasons why people volunteer. ▪ Identify key people who are responsible for them to stay safe and healthy; ▪ Suggest ways they can help these people. ▪ Understand the difference between 'fact' and 'opinion'; ▪ Understand how an event can be perceived from different viewpoints; ▪ Plan, draft and publish a recount using the appropriate language. ▪ Children will be able to: <ul style="list-style-type: none"> ▪ Define what is meant by the environment; ▪ Evaluate and explain different methods of looking after the school environment; ▪ Devise methods of promoting their priority method. ▪ Children will be able to: <ul style="list-style-type: none"> ▪ Understand the terms 'income', 'saving' and 'spending'; ▪ Recognise that there are times we can buy items we want and times when we need to save for items; ▪ Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); ▪ Explain that people earn their income through their jobs; ▪ Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) 	

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Summer 1	<p>Being my Best (Includes Keeping healthy/Growth Mindset/Goal setting/achievements)</p> <p>Derek cooks dinner!</p> <p>Poorly Harold</p> <p>For or against I am fantastic</p> <p>Getting on with your nerves</p> <p>Body team work</p> <p>Top talents</p>	<ul style="list-style-type: none"> ▪ Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; ▪ Explain what is meant by the term 'balanced diet'; ▪ Give examples what foods might make up a healthy balanced meal. ▪ Explain how some infectious illnesses are spread from one person to another; ▪ Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; ▪ Suggest medical and non-medical ways of treating an illness. ▪ Look at arguments for and against a particular issue to do with health. ▪ Identify their achievements and areas of development; ▪ Recognise that people may say kind things to help us feel good about ourselves; ▪ Explain why some groups of people are not represented as much on television/in the media. ▪ Demonstrate how working together in a collaborative manner can help everyone to achieve success; ▪ Understand and explain how the brain sends and receives messages through the nerves. ▪ Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); ▪ Describe how food, water and air get into the body and blood. ▪ Explain some of the different talents and skills that people have and how skills are developed; ▪ Recognise their own skills and those of other children in the class. 	
Summer 2	<p>Growing and Changing (Includes aspects of Relationships Education)</p> <p>Body space</p> <p>Secret or surprise?</p> <p>Let's have a tidy up (This could be a cross curricular project for the end of the year)</p>	<ul style="list-style-type: none"> ▪ Understand what is meant by the term body space (or personal space); ▪ Identify when it is appropriate or inappropriate to allow someone into their body space; ▪ Rehearse strategies for when someone is inappropriately in their body space. ▪ Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ▪ Recognise how different surprises and secrets might make them feel; ▪ Know who they could ask for help if a secret made them feel uncomfortable or unsafe. ▪ Explain whose responsibility it is to look after the local environment; ▪ Plan and carry out an event which will benefit the local environment. 	



	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	<p>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</p> <p>An email from Harold OK or not OK (part 1) OK or not OK (part 2)</p> <p>Human Machines Different feelings When feelings change Under pressure</p>	<ul style="list-style-type: none"> ▪ Explain what we mean by a 'positive, healthy relationship'. Describe some of the qualities that they admire in others. ▪ Recognise that there are times when they might need to say 'no' to a friend; ▪ Describe appropriate assertive strategies for saying 'no' to a friend. ▪ Demonstrate strategies for working on a collaborative task; ▪ Define successful qualities of teamwork and collaboration. ▪ Identify a wide range of feelings; ▪ Recognise that different people can have different feelings in the same situation; ▪ Explain how feelings can be linked to physical state ▪ Demonstrate a range of feelings through their facial expressions and body language; ▪ Recognise that their feelings might change towards someone or something once they have further information. ▪ Give examples of strategies, to respond to being bullied, including what people can do and say; ▪ Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from 	<ul style="list-style-type: none"> ▪ Linked to values: <ul style="list-style-type: none"> ▪ Respect ▪ Co-operation and collaboration ▪ Caring
Autumn 2	<p>Valuing Differences (Includes a British Values focus)</p> <p>Islands Friend or acquaintance What would I do? The people we shared our world with That is such a stereotype Can you sort it?</p>	<ul style="list-style-type: none"> ▪ Understand that they have the right to protect their personal body space; ▪ Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; ▪ Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); ▪ Give examples of features of these different types of relationships, including how they influence what is shared. ▪ Suggest people they can talk to if they feel uncomfortable with other people's actions towards them ▪ Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively ▪ List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); ▪ Define the word respect and demonstrate ways of showing respect to others' differences. ▪ Understand and identify stereotypes, including those promoted in the media. ▪ Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise ▪ Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. ▪ Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; ▪ Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). ▪ Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk; Suggest people they can ask for help in managing risk. ▪ Understand that we can be influenced both positively and negatively; ▪ Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	<ul style="list-style-type: none"> ▪ Includes a British Values focus: <ul style="list-style-type: none"> ▪ Tolerance ▪ Friendship ▪ Respect ▪ PANTS materials (NSPCC) ▪ That is such a stereotype lesson ▪ Selection of newspapers (e.g. free papers such as the Metro) - children could be asked to bring these in from home. ▪ Sheets of blank A4 paper, scissors and glue for the Headlines activity.



	Unit Title	Knowledge & Key Questions	Specific Resources
Spring 1	<p>Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)</p> <p>Danger, risk or hazard</p> <p>Picture wise</p> <p>Secret or surprise?</p> <p>How dare you?</p> <p>Medicines: check the label</p> <p>Tell Ed6</p> <p>Keeping ourselves safe</p> <p>Crack the code</p> <p>Raisin challenge (2)</p>	<ul style="list-style-type: none"> ▪ Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; ▪ Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk; ▪ Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. ▪ Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; ▪ Know who they could ask for help if a secret made them feel uncomfortable or unsafe ▪ Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk; ▪ Understand that we can be influenced both positively and negatively; ▪ Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. 	<ul style="list-style-type: none"> ▪ Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). ▪ Linked to values: <ul style="list-style-type: none"> ▪ Friendship ▪ Respect
Spring 2	<p>Rights and Responsibilities (Includes money and living in the wider world/environment.)</p> <p>SCARF hotel</p> <p>Harold's seven R's</p> <p>My school community</p> <p>What makes me, me?</p> <p>Ed6 Learns to be human</p>	<ul style="list-style-type: none"> ▪ Explain how different people in the school and local community help them stay healthy and safe; ▪ Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. ▪ Understand the reason we have rules; ▪ Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); ▪ Recognise that everyone can make a difference within a democratic process ▪ Define the word influence; Recognise that reports in the media can influence the way they think about an topic; ▪ Form their own opinions based on factual information. ▪ Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; ▪ Recognise that they can play a role in influencing outcomes of situations by their actions ▪ Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work. ▪ Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential; ▪ Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; ▪ Understand how a payslip is laid out showing both pay and deductions; ▪ Prioritise public services from most essential to least essential. 	<ul style="list-style-type: none"> ▪ Linked to values: <ul style="list-style-type: none"> ▪ British Values- Democracy ▪ Respect ▪ Kindness ▪ Responsibility ▪ Caring



	Unit Title	Knowledge & Key Questions	Specific Resources
Summer 1	<p>Being my Best (Includes keeping healthy/Growth Mindset/goal settling/achievement)</p> <p>Who helps us stay healthy and safe</p> <p>How do we make a difference? In the news!</p> <p>Safety in numbers</p> <p>Logo quiz</p> <p>Harold's expenses</p> <p>Why pay taxes?</p>	<ul style="list-style-type: none"> ▪ Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; ▪ Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). ▪ Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ▪ Suggest ways the Seven Rs recycling methods can be applied to different scenarios. ▪ Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community. ▪ Identify ways in which everyone is unique; Appreciate their own uniqueness; ▪ Recognise that there are times when they will make the same choices as their friends and times when they will choose differently ▪ Give examples of choices they make for themselves and choices others make for them; 	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals , including humans ▪ Linked to values: <ul style="list-style-type: none"> ▪ Caring ▪ Valuing difference ▪ Achievement ▪ Diversity ▪ Tolerance ▪ Respect ▪ British Values
Summer 2	<p>Growing and Changing (Includes aspects of Relationships Education)</p> <p>Moving house</p> <p>All change!</p> <p>Period Positive</p> <p>My feelings are all over the place</p> <p>Together</p>	<ul style="list-style-type: none"> ▪ Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. ▪ Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. ▪ Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; ▪ Understand that periods are a normal part of puberty for girls; Identify some of the ways they can cope better with periods. ▪ Name some positive and negative feelings; ▪ Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practicing how to compromise. ▪ Recognise that marriage includes same sex and opposite sex partners; ▪ Know the legal age for marriage in England or Scotland; ▪ Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. ▪ Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; ▪ Explain how different words can express the intensity of feelings. ▪ Define what a volunteer is; ▪ Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer. 	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals, including humans ▪ Linked to values: <ul style="list-style-type: none"> ▪ Respect ▪ Understanding ▪ Caring



	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	<p>Me and My Relationships (Includes feelings/emotions/conflict resolution/friendships)</p> <p>Collaboration challenge Give and take</p> <p>How good a friend are you?</p> <p>Relationship cake recipe</p> <p>Being assertive</p> <p>Our emotional needs</p> <p>Communication</p>	<ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively; Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. 	
Autumn 2	<p>Valuing Differences (Includes a British Values focus)</p> <p>Qualities of friendships</p> <p>Kind conversations</p> <p>The land of the Red people Is it true?</p> <p>It could happen to anyone.</p>	<ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills: Demonstrate respectfulness in responding to others; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. 	
Spring 1	<p>Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)</p> <p>Thinking about habits</p> <p>Jay's dilemma</p> <p>Spot bullying</p> <p>Ella's diary dilemmas</p> <p>Decision dilemmas</p> <p>Would you?</p> <p>Drugs: True or false?</p> <p>Smoking: What is normal?</p> <p>Would you risk it?</p>	<ul style="list-style-type: none"> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. Reflect on what information they share offline and online; Recognise that people aren't always who they say they are online; Know how to protect personal information online. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand the actual norms around smoking and the reasons for common misperceptions of these. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; 	<ul style="list-style-type: none"> PANTS materials (NSPCC)

	Unit Title	Knowledge & Key Questions	Specific Resources
Spring 2	<p>Rights and Responsibilities (Includes money/living in the wider world/environment.)</p> <p>What’s the story? Fact or opinion. Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver Local councils</p>	<ul style="list-style-type: none"> ▪ Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. ▪ Understand the difference between a fact and an opinion; ▪ Understand what biased reporting is and the need to think critically about things we read. ▪ Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; ▪ Identify the impact on individuals and the wider community if responsibilities are not carried out; ▪ Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. ▪ State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. ▪ Define the terms loan, credit, debt and interest; ▪ Suggest advice for a range of situations involving personal finance. ▪ Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. 	
Summer 1	<p>Being my Best (Includes keeping healthy/ Growth Mindset/goal settling/achievement)</p> <p>Getting fit Different skills My school community (2) Independence and responsibility Star qualities</p>	<ul style="list-style-type: none"> ▪ Know two harmful effects each of smoking/drinking alcohol. ▪ Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. ▪ Understand the actual norms around smoking and the reasons for common misperceptions of these. ▪ Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. ▪ State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. ▪ Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. ▪ Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. 	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals , including humans
Summer 2	<p>Growing and Changing (Includes aspects of Relationships Education)</p> <p>How are they feeling? Growing up and changing bodies Dear Hetty Changing bodies and feelings Taking notice of our feelings Help! I’m a teenager –get me out of here! Stop start stereotypes Dear Ash</p>	<ul style="list-style-type: none"> ▪ Use a range of words and phrases to describe the intensity of different feelings; ▪ Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; ▪ Explain strategies they can use to build resilience; ▪ Identify some products that they may need during puberty and why; Discuss some of the myths associated with puberty; ▪ Know what menstruation is and why it happens. ▪ Explain how someone might feel when they are separated from someone or something they like; ▪ Suggest ways to help someone who is separated from someone or something they like. ▪ Know the correct words for the external sexual organs; ▪ Identify people who can be trusted; ▪ Describe strategies for dealing with situations in which they would feel uncomfortable. ▪ Recognise how our body feels when we’re relaxed; ▪ List some of the ways our body feels when it is nervous or sad; ▪ Describe and/or demonstrate how to be resilient in order to find someone who will listen to you; ▪ Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. ▪ Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. 	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals , including humans



	Unit Title	Knowledge & Key Questions	Specific Resources
Autumn 1	<p>Me and My Relationships (Includes feelings/ emotions/conflict resolution/friendships)</p> <p>Solve the friendship problem Working together Let's negotiate Dan's day Don't force me Act appropriately Behave yourself (1&2) Behave yourself 2- now known as assertiveness skill It's a puzzle</p>	<ul style="list-style-type: none"> ▪ Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach; ▪ Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. ▪ Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest and demonstrate positive strategies for negotiating and compromising within a collaborative task; ▪ Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others. ▪ Describe ways in which people show their commitment to each other; ▪ Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. ▪ Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. ▪ Recognise and empathise with patterns of behaviour in peer-group dynamics; ▪ Recognise basic emotional needs and understand that they change according to circumstance; ▪ Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about; List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. ▪ Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. 	
Autumn 2	<p>Valuing Differences (Includes a British Values focus)</p> <p>Ok to be different Advertising friendships! Respecting differences Tolerance and respect for others Boys will be boys?-challenging gender stereotypes We have more in common than not</p>	<ul style="list-style-type: none"> ▪ Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; ▪ Suggest strategies for dealing with bullying, as a bystander; ▪ Describe positive attributes of their peers. ▪ Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; ▪ Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). ▪ Understand and explain the term prejudice; ▪ Identify and describe the different groups that make up their school/wider community/other parts of the UK; ▪ Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ▪ Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. ▪ Know that all people are unique but that we have far more in common with each other than what is different about us; ▪ Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied . 	

	Unit Title	Knowledge & Key Questions	Specific Resources
Spring 1	<p>Keeping Myself Safe (Includes aspects of safe internet use, drugs and Relationships Education)</p> <p>Think before you click Traffic lights Rat park</p> <p>What sort of drug is...? Alcohol: What is normal? To share or not to share? Joe's story (1 & 2)</p>	<ul style="list-style-type: none"> ▪ Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ▪ Understand and describe the ease with which something posted online can spread; Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. ▪ Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; ▪ Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. ▪ Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. ▪ Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online; ▪ Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met; Understand and give examples of conflicting emotions; ▪ Understand and reflect on how independence and responsibility go together. <p>*** <i>This online guide to apps, games and sites that children are using and talking about is provided by the NSPCC. You will find information about how safe different online game and social network sites are deemed to be - from Snapchat to Minecraft - and what the risks are to children using them.</i></p> <p>NB: the online activity Traffic Lights can be found on the drop down menu of the bCyberwise tab on the Coram Life Education website. Or click on the link in the Resources needed area to go directly to it.</p> <p><i>NOTE: Please do not share SCARF login/password details with children. If they need to access the game individually or in small groups they can do so directly via the Coram Life Education website. Just click on the bCyberwise tab and select the activity needed.</i></p>	<p>NB: www.net-aware.org.uk is an excellent source of information. ***</p>
Spring 2	<p>Being my Best (Includes keeping healthy/ Growth Mindset/goal settling/achievement)</p> <p>This will be your life Our recommendations Five ways to wellbeing project **</p> <p>This will be your life What's the risk? (1 & 2)</p>	<ul style="list-style-type: none"> ▪ Identify aspirational goals; Describe the actions needed to set and achieve these; ▪ Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues; ▪ Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives; ▪ Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. 	

	Unit Title	Knowledge & Key Questions	Specific Resources
Summer 1	<p>Rights and Responsibilities (Includes money and living in the wider world/environment.)</p> <p>Tolerance and respect for others</p> <p>Two sides to every story</p> <p>Fakebook friends</p> <p>What's it worth?</p> <p>Jobs and taxes</p> <p>Project pitch 1 & 2 (2/3 sessions)</p> <p>Action stations!</p> <p>Happy shoppers</p> <p>Democracy in Britain (1 & 2)</p> <p>Community art **</p>	<ul style="list-style-type: none"> ▪ Understand and explain the term prejudice; ▪ Identify and describe the different groups that make up their school/wider community/other parts of the UK; ▪ Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this; ▪ Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it; ▪ Know the legal age (and reason behind these) for having a social media account; ▪ Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives; ▪ Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term <i>interest</i>; ▪ Recognise and explain that different jobs have different levels of pay and the factors that influence this; ▪ Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value; ▪ Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group; ▪ Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way. 	
Summer 2	<p>Growing and Changing (Includes aspects of Relationships Education)</p> <p>Helpful or unhelpful-managing change (transition)</p> <p>Is this normal?</p> <p>Dear Ash</p> <p>Making babies</p> <p>What is HIV?</p> <p>I look great</p> <p>Media manipulation</p> <p>Captain Coram unit of 6 plans: children's rights, past and present – end of year project.</p>	<ul style="list-style-type: none"> ▪ Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change; ▪ Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; ▪ Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety; ▪ Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe; ▪ Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means; ▪ Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect them self from HIV; ▪ Understand that fame can be short-lived; ▪ Recognise that photos can be changed to match society's view of perfect; ▪ Identify qualities that people have, as well as their looks; ▪ Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people; <p>Two lessons marked with ** are suitable for cross curricular project, particularly suited to the last half term.</p>	<ul style="list-style-type: none"> ▪ Links in with Science topic - Animals , including humans