

# Woodside Junior School

## Progression of Skills and Knowledge and Curriculum Overview



PSHE Curriculum Overview						
	Autumn term		Spring term		Summer term	
<b>Year 3</b>	Me and my relationships	Being my best	Rights and Responsibilities	Valuing Difference	Keeping myself safe	Growing and Changing
<b>Year 4</b>	Me and my relationships	Rights and responsibilities	Valuing differences	Being my best	Keeping myself safe	Growing and changing
<b>Year 5</b>	Valuing Difference	Me and My Relationships	Being My Best	Rights and Responsibilities	Keeping Myself Safe	Growing and Changing
<b>Year 6</b>	Rights and Responsibilities	Valuing differences	Being my best	Me and My relationships	Keeping Myself Safe	Growing and Changing

Themes highlighted in orange. Links to books or videos are highlighted in blue.

	Me and my relationships.			
	Year 3	Year 4	Year 5	Year 6
1	<p><u>As a Rule</u> To understand why we have rules. To suggest appropriate rules. Consider the consequences of breaking the rules. British values, rules and laws, safeguarding, safety, pupil voice, democracy, negotiating</p>	<p><u>An e-mail from Harold</u> To identify good and 'not so good' feelings and understand how our feelings can affect our physical state. To identify how different words can express the intensity of feelings. Feelings, mental health, support networks, emotional health, getting help, communication, relationships, emotions, seeking help</p>	<p><u>Collaboration Challenge</u> To work collaboratively. To understand the attributes for successful collaboration. Cooperation, teamwork</p>	<p><u>Working together</u> To demonstrate a collaborative approach to a task. To implement the skills needed to do this. Cooperation, teamwork <u>Let's negotiate</u> To understand the terms negotiate and compromise. To suggest positive strategies for negotiating and compromising within a collaborative task. Conflict resolution, cooperation, respect, teamwork, negotiating</p>
2	<p><u>My Special Pet</u> To understand feelings of loss and bereavement, exploring the loss of a pet. <a href="#">Book- The Day the Sea went out and never came back by Margot Sunderland.</a> Bereavement, caring, feelings, support networks, dealing with loss, change, relationships education, emotions, managing change</p>	<p><u>Ok or not ok 1</u> To explain what we mean by positive healthy relationships. To describe some of the qualities we admire in others. Being yourself, bullying, feelings, positive relationships, communication</p>	<p><u>Give and Take</u> To be able to explain the terms negotiation and compromise To suggest strategies for resolving difficult situations. Conflict resolution, positive relationships, standing up for yourself</p>	<p><u>Solve the friendship problem</u> To recognise some of the challenges that arise from friendships. Suggest strategies for dealing with challenges including respect and assertiveness. Assertiveness, conflict resolution, falling out, friendship, respect, relationships</p>
3	<p><u>Tangram Team challenge</u> To demonstrate how to achieve success by working together collaboratively and cooperatively. To identify the different skills that people bring to a group. Achievement, cooperation, wellbeing, teamwork, decision making, negotiating, communication</p>	<p><u>Ok or not ok 2</u> To recognise that sometimes it's ok to say No to a friend. Describe appropriate strategies for saying No to a friend. Being yourself, bullying, feelings, positive relationships, communication</p>	<p><u>How good a friend are you?</u> To give examples of qualities of friendships. To reflect on your own friendship qualities. Being yourself, British values, self esteem, bullying, friendship, positive relationships, respect, relationships education, communication</p>	<p><u>Assertiveness skills</u> To list some assertive behaviours. To recognise peer influence and pressure. To demonstrate assertive behaviours through role play. Assertiveness, bullying, peer pressure, standing up for yourself, peer influence, relationships education, self esteem, communication</p>
4	<p><u>Looking after our special people</u> To identify people we have special relationships with. To suggest strategies for maintaining positive relationships with our special</p>	<p><u>Human machines</u> To demonstrate strategies for working collaboratively on a task. To define successful qualities of teamwork.</p>	<p><u>Relationship cake recipe</u> To identify what things make relationships healthy and unhealthy. To identify who to talk to if you need help. Self-esteem, positive relationships,</p>	<p><u>Behave yourself</u> To recognise and empathise with patterns of behaviour in peer group dynamics. To suggest strategies for dealing assertively with a situation where</p>

	<p>people. Caring, feelings, wellbeing, friendship, support networks, trust, family, relationships, emotional health</p>	<p>Cooperation, respect, teamwork, decision making, negotiating, relationships</p>	<p>respect, safeguarding, communication</p>	<p>someone under pressure may feel uncomfortable. Assertiveness, bullying, conflict resolution, emotional needs, falling out, friendship, peer pressure, risk taking, standing up for yourself, peer influence, communication</p>
5	<p><u>How can we solve this problem?</u> To rehearse and demonstrate simple strategies for resolving given conflict situations. Conflict resolution, falling out, respect, standing up for yourself, decision making, negotiating, communication, relationships</p>	<p><u>Different feelings</u> Identify a wide range of feelings To recognise that different people can have different feelings in the same situation. To explain how feelings can be linked to physical state. British values, feelings, respect, relationships, emotions</p>	<p><u>Being assertive</u> To identify characteristics of passive, aggressive and assertive behaviours. To understand and rehearse assertiveness skills. Assertiveness, dares, friendship, media influence, positive relationships, respect</p>	<p><u>Dan's day</u> To understand the consequences of reacting to others in a positive or negative way. To suggest ways that people can act more positively towards others. Conflict resolution, falling out, feelings, friendship, relationships</p>
6	<p><u>Dan's Dare</u> To Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Assertiveness, being yourself, dares, feelings, peer pressure, resilience, risk taking, safety, standing up for yourself, support networks, peer influence, confidence, keeping safe, communication, emotions.</p>	<p><u>When feelings change</u> <u>Book/ film: Wonder by RJ Palacio</u> To recognise that feelings might change towards someone once they have more information. Feelings, relationships education, emotional health, keeping safe, getting help, decision making, changing, feelings, bullying</p>	<p><u>Our emotional needs</u> To recognise basic emotional needs and understand that these change according to circumstance. Emotional needs, friendship, risk taking, safeguarding, social norms</p>	<p><u>Don't force me</u> <u>Film (Childline)</u> To describe ways people show their commitment to each other. To know the ages a person can marry. To understand who can get married (heterosexual and same sex couples, civil partnerships) To understand everyone has the right to be free and choose who or whether they marry. Diversity, consent, relationships education, LGBT+, law, forced marriage, arranged marriage, civil partnerships, marriage</p>
7	<p><u>Thunks</u> To Express opinions and listen to those of others. To consider others' points of view. Practice explaining and thinking behind points of view. Respect, tolerance, decision making, communication</p>	<p><u>Under pressure</u> To give examples of strategies to respond to being bullied. To give examples of where pressure might come from to behave in an unacceptable or risky way. Assertiveness, being yourself, self-esteem, bullying, caring, conflict resolution, emotional needs, falling out, feelings, media influence, respect, safety, standing up for yourself, relationships education,</p>	<p><u>Communication</u> To understand that online communication can be misinterpreted. To understand that responsible and respectful behaviour is necessary when face to face and online. Internet safety</p>	<p><u>Acting appropriately</u> To recognise that some physical contact can produce strong negative feelings. To know that some inappropriate touch is illegal. <b>P-A-N-T-S</b> Appropriate touch, body parts, feelings, safeguarding, consent, rights, relationships education, keeping safe, unwanted touch, inappropriate touch, law, FGM</p>

		confidence, seeking help, communication		
8	<u>Friends are special</u> To identify qualities of friendship and rehearse skills for making up when you fall out. Self-esteem, caring, conflict resolution, falling out, friendship, responsibility, relationships			<u>It's a puzzle</u> To identify strategies for keeping personal information safe online. To describe safe and respectful behaviours when using communication technology. Responsibility, internet safety, online safety

Being my Best				
	Year 3	Year 4	Year 5	Year 6
1	<u>Healthy Eating</u> To understand the food groups on the Eatwell Guide. Healthy eating, healthy lifestyles, science	<u>What makes me ME?</u> <u>Book- Can I build another me? By Shinsuke Yoshitake</u> To identify ways in which everyone is unique. To appreciate your own uniqueness. To recognise that sometimes we will make the same/ different choices to our friends. Achievement, being yourself, British values, self esteem, diversity, growth mind set, respect, talents, tolerance, relationships education, confidence	<u>Getting fit</u> To understand some of the harmful effects of drinking alcohol and smoking. To understand the importance of food, water, oxygen, sleep and exercise for human health. Alcohol, drugs, wellbeing, healthy lifestyles, science, smoking	<u>Five Way to well being project</u> To explain what the 5 ways to wellbeing are and how they can contribute to a healthy lifestyle. Cooperation, wellbeing, healthy lifestyles, mental health, physical activity, teamwork, self esteem
2	<u>Poorly Harold</u> To understand how some infectious illnesses are spread from one person to another. To understand the importance of simple hygiene routines. To suggest medical and non-medical ways of treating illnesses. Drugs, healthy eating, healthy lifestyles, hygiene, illness, medicines, safety, science, viruses	<u>Making choices</u> To give examples of choices they makes for themselves and choices that others make for them. To recognise that sometimes we will make the same/ different choices to our friends. Diversity, healthy lifestyles, respect, rules and laws	<u>It all adds up</u> To understand the basic functions of the respiratory, digestive, nervous systems and skeleton. To explain the function of at least one internal organ. To understand the importance of food, water, oxygen, sleep and exercise for human health. Animals including humans, body parts, science	<u>This will be your life!</u> To identify aspirational goals To describe the actions needed to set and achieve this. Achievement, aspirations, self esteem, growth mindset
3	<u>For or against?</u> To develop skills in discussing and debating. To demonstrate health and well-being	<u>SCARF hotel</u> To understand that the body gets energy from food, oxygen and water and that exercise and sleep are important to our	<u>Different skills</u> To identify own strengths and talents. To identify areas that need improvement and strategies for achieving those	<u>Our recommendations</u> To present information they have researched on health and well-being issues.

	<p>issues relevant to them. To empathise. To make recommendations based on research. <b>Healthy eating, physical activity, respect, sleep, tolerance, decision making, communication</b></p>	<p>health. To plan a menu that gives a healthy balance of foods from the Eatwell Guide. <b>Healthy eating, healthy lifestyles, physical activity, sleep</b></p>	<p>improvements. <b>Achievement, aspirations, self-esteem, diversity, growth mind set, talents</b></p>	<p><b>Healthy lifestyles, media influence, responsibility, pupil voice</b> <i>This lesson is actually a presentation of work the children have done for homework.</i></p>
4	<p><u>I am fantastic</u> To identify achievements and areas of development To recognise that sometimes people say kind things to make us feel good about ourselves. Explain why some groups of people are not represented much in the media. <b>Achievement, aspirations, being yourself, body image, diversity, media influence, stereotypes, talents, relationships education, discrimination</b></p>	<p><u>Harold's 7 Rs</u> To understand how we can contribute to the care of the environment. Suggest ways the 7 Rs can be applied to different scenarios. <b>Citizenship, caring, environment, respect, responsibility, pupil voice, decision making</b></p>	<p><u>My school community (2)</u> To explain what being a part of a school community means to them. To suggest ways of improving the school community. <b>Community, pupil voice</b></p>	<p><u>What's the risk? 1 and 2</u> To identify risk factors in a given situation. To understand and explain the outcomes of risk taking in a given situation. <b>Risk taking, safety, social norms, keeping safe</b></p>
5	<p><u>Getting on with your nerves</u> To understand how working together in a collaborative manner can help everyone achieve success. To understand how the brain sends and receives messages through the nerves. <b>Achievement, body parts, cooperation, physical activity, science, teamwork</b></p>	<p><u>My School Community (1)</u> To define what is meant by school community. To suggest the different ways different people support the school community. To identify qualities and attributes of those who support the school community. <b>Citizenship, community, wellbeing, mental health, responsibility, pupil voice</b></p>	<p><u>Independence and responsibility</u> <u>Musical- Matilda 'When I grow up' song</u> Independence and responsibility To identify people who are responsible for helping them stay healthy and safe. <b>Being yourself, British values, self esteem, growing and changing, risk taking, safeguarding, relationships education, independence</b></p>	<p><u>Basic first aid: British Red Cross First Aid Champions resources</u> To understand why first aid is important. Learn some skills around giving first aid. <b>First Aid</b></p>
6	<p><u>Body Team work</u> To name major internal organs To describe how food, water and air get into the body and blood. <b>Body parts, cooperation, science, teamwork</b></p>	<p><u>Basic first aid: British Red Cross First Aid Champions resources</u> To understand why first aid is important. Learn some skills around giving first aid. <b>First Aid</b></p>	<p><u>Star qualities</u> <u>Magazines and images from social media</u> To describe 'star' qualities of celebrities as portrayed in the media. To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. To describe the star qualities of 'ordinary' people. <b>Body image, self esteem, bullying, growing and changing, media influence,</b></p>	

			<b>relationships education</b>	
7	<p><a href="#">Book: Emmanuel's Dream: The true story of Emmanuel Ofori, by Laurie Ann Thompson and Sean Qualls.</a></p> <p>Born in Ghana, West Africa, with one deformed leg, he was dismissed by most people- but not his mother. She taught him to reach for his dreams. As a boy, Emmanuel hopped to school each way, learned to play soccer and ride a bike. He rode 400 miles across Ghana in 2001, spreading his powerful message that disability does not mean inability.</p>		<p><u>Basic first aid: British Red Cross First Aid Champions resources</u></p> <p>To understand why first aid is important. Learn some skills around giving first aid.</p>	
8	<p><u>Top talents</u></p> <p>To explain some of the different skills and talents people have and how skills are developed.</p> <p>To recognise their own skills and those of others in the class.</p> <p><b>Achievement, aspirations, being yourself, self esteem, growth mindset, resilience, talents, confidence</b></p>			

<b>Valuing difference</b>				
	Year 3	Year 4	Year 5	Year 6
1	<p><u>Family and friends</u></p> <p><a href="#">And Tango Makes Three by Justin Richardson</a></p> <p>To recognise that there are many different types of family.</p> <p>To understand what is meant by 'fostering', 'adoption' and 'same sex</p>	<p><u>Can you sort it?</u></p> <p>To define the terms negotiation and compromise.</p> <p>To understand the need to manage conflict or differences and suggest ways of doing this.</p> <p><b>British values, conflict resolution, diversity,</b></p>	<p><u>Qualities of friendship</u></p> <p>To define some key qualities of friendship. To describe ways to make friendships last. To understand why some friendships may end.</p> <p><b>Being yourself, self esteem, bullying, friendship, positive relationships,</b></p>	<p><u>Ok to be different</u></p> <p>To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. To suggest strategies for dealing with bullying as a bystander.</p> <p>To describe positive attributes of their</p>

	relationships. Diversity, friendship, respect, stereotypes, tolerance, family, relationships education, LGBT+, adoption	respect, tolerance, decision making, negotiating, communication, relationships	relationships education, communication	peers. Being different, British values, bullying, diversity, respect, tolerance, relationships education, self esteem, confidence
2	<u>My community</u> To identify the communities they belong to. To recognise the benefits of belonging to a community, in particular the benefits to health and mental well-being. Being yourself, self esteem, citizenship, community, well being, healthy lifestyles, support networks	<u>Islands</u> To understand they have the right to protect their own personal body space. To recognise non verbal signals tell us how someone feels about their body space. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. <b>P-A-N-T-S</b> Appropriate touch, bullying, feelings, safeguarding, support networks, relationships education, keeping safe, communication, unwanted touch	<u>Kind conversations</u> To rehearse active listening skills. To respond appropriately to others. British values, positive relationships, respect, tolerance	<u>We have more in common than not</u>  To know that we are all unique and that we have more in common than differences. To suggest strategies for dealing with bullying as a bystander. Demonstrate ways of supporting someone who is being bullied. Being different, bullying, diversity, identity, respect, stereotypes, relationships education, LGBT+, keeping safe, sexual orientation, gender
3	<u>Respect and challenge</u> To reflect on listening skills. To give examples of respectful language. To give examples of how to challenge another's viewpoint respectfully. British values, Cooperation, falling out, respect, teamwork, tolerance, negotiating, communication, relationships	<u>Friend or acquaintance?</u> To recognise that they have different types of relationships with people. Give examples of what they might share with these different people. Being yourself, self esteem, bullying, diversity, friendship, positive relationships, respect, tolerance, relationships education, communication	<u>Happy being me</u> <a href="#">Film clip: Be the one- Beyond Differences (Youtube)</a>  <a href="#">Film Clip 2: The Rose Parks Story BBC Teach</a> To develop an understanding of discrimination and justice. To empathise with people who have been subjected to injustice. To consider how discriminatory behaviour can be challenged. Bullying, racism, respect, relationships education, discrimination	<u>Respecting differences</u> To demonstrate how to show respect to others using verbal and non- verbal communication. British values, diversity, respect, tolerance
4	<u>Our friends and neighbours</u> To know that people living in the UK have different origins. To identify similarities and differences between a diverse range of people from varying nationals, regional, ethnic and religious backgrounds. To identify some of the qualities that	<u>What would I do?</u> To list some ways that people are different to each other. To recognise potential consequences of aggressive behaviour. To suggest strategies for dealing with someone who is behaving aggressively. Being yourself, British values, self esteem,	<u>The land of the Red People</u> To identify and describe the different groups that make up the school/ community/parts of the UK British values, bullying, caring, racism, respect, tolerance	<u>Tolerance and respect for others</u> To identify and explain the term prejudice. To identify and describe the different groups that make up the school/ community/parts of the UK To describe the benefits of living in a diverse society. Explain the importance of mutual respect

	<p>people from a diverse range of backgrounds need in order to get on.  British values, caring, community, diversity, emotional needs, identity, respect, stereotypes, tolerance, rights, LGBT+, relationships</p>	<p>bullying, conflict resolution, diversity, falling out, friendship, getting help, communication, relationships</p>		<p>for different faiths and beliefs and how we demonstrate this.  British values, caring, diversity, identity, prejudice, racism, respect, stereotypes, tolerance, discrimination</p>
5	<p><u>Let's celebrate our differences</u>  <a href="#">Book- ONE by Kathryn Otashi</a>  To recognise the factors that make people similar and different from each other.  To recognise that repeated name calling is bullying.  To suggest strategies for dealing with name calling.  Being different, British values, bullying, diversity, feelings, respect, support networks, tolerance, relationships education, emotions, discrimination</p>	<p><u>The people we share our world with</u>  <a href="#">Book: The Proudest blue by Ibtihaj Muhammad</a>  To list some of the ways people are different to each other (ethnicity, gender, religious beliefs, customs etc)  To define the word RESPECT and demonstrate ways of showing respect to others' differences.  Being different, British values, citizenship, community, diversity, homophobic bullying, identity, racism, respect, tolerance, relationships, gender</p>	<p><u>Is it true?</u>  <a href="#">Book- The Boy in the Dress- by David Walliams</a>  To understand the information we see online isn't always true or accurate.  To understand that some people post things online that aren't true or to make people like them.  To understand the difference between sex, gender, gender identity, gender expression and sexual orientation.  Being yourself, self-esteem, bullying, growing and changing, internet safety, relationships education, LGBT+, gender identity, gender expression</p>	<p><u>Advertising friendships</u>  To explain the difference between a friend and acquaintance.  To describe the qualities of strong, positive friendship.  To describe the benefits of other types of relationship.  Self-esteem, friendship, trust, relationships education, confidence</p>
6	<p><u>Zeb</u>  To understand and explain some of the reasons why different people are bullied.  To explore why people have prejudiced views and understand what this is.  Being different, being yourself, self esteem, bullying, caring, diversity, homophobic bullying, prejudice, racism, social norms, stereotypes, tolerance, relationships education, LGBT+, getting help, discrimination</p>	<p><u>That is such a stereotype!</u>  <a href="#">Film clip- Gender specific toys. Do you stereotype children? BBC documentary</a>  To understand and identify stereotypes including those promoted in the media.  Being yourself, self esteem, media influence, stereotypes, relationships education, keeping safe, gender expectations</p>	<p><u>It could happen to anyone</u>  Identify the positive and negative consequences of negative behaviour on themselves and others.  Give examples of how individual/ group behaviours can impact on others.  Caring, self-esteem. Respect, relationships</p>	<p><u>Boys will be boys- challenging gender stereotypes.</u>  <a href="#">Photos and magazines of gender stereotypes.</a>  To define what we mean by the term stereotype.  To recognise how the media can sometimes reinforce stereotypes.  Challenge stereotypical gender portrayals of people.  Recognise that people fall into a wide range of what is seen as normal.  Being yourself, identity, media influence, stereotypes, relationships education, gender, discrimination</p>
7	<p><a href="#">Red- A crayon's Story by Michael Hall</a></p>	<p><a href="#">Book: The Barnabus Project by the Fan Brothers</a></p>		



	<p><i>A book about being your true inner self</i></p>	<p><b><i>In a world built for perfect pets, Barnabus is an imperfect failed project. This book explores the theme of ethics, freedom, perfection, celebrating our differences and never giving up.</i></b></p>		
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<b>Rights and responsibilities</b>				
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1	<p><u>Our helpful volunteers</u> To identify people who are volunteers in the school community. To identify why people volunteer including mental health and well-being benefits. <b>Achievement, citizenship, community, environment, wellbeing, teamwork, responsibility</b></p>	<p><u>Who helps us stay healthy and safe?</u> To identify the people who are responsible for helping them to stay safe and healthy. To define what is meant by being responsible. To describe the various responsibilities of those who keep us healthy and safe. Suggest ways to help the people who keep us healthy and safe. <b>Community, safeguarding, safety, support networks, trust, responsibility, relationships education, keeping safe, seeking help</b></p>	<p><u>What's the story?</u> To identify and discuss issues in the media concerning health and well-being. Express opinions on an issue concerning well-being. Make recommendations on an issue concerning well-being. <b>Healthy lifestyles, responsibility, media influence, pupils voice, rights, communication</b></p>	<p><u>Two sides to every story</u> Define the terms fact, opinion, biased and unbiased. Describe the language and techniques that make up a biased report. Analyse a report and extract the facts from it. <b>Drugs, media influence, stereotypes</b></p>
2	<p><u>Helping each other to stay safe</u> To identify the people who are responsible for helping them to stay safe and healthy. To suggest ways they can help these people. <b>Respect, support networks, relationships education, keeping safe, seeking help</b></p>	<p><u>It's your right</u> <b>Book: UNICEF For Every Child. The rights of the child in words and pictures.</b> To understand that humans have rights and responsibilities. To identify some rights and the responsibilities that come with these. <b>British values, respect, rules and laws, safety, responsibility, pupil voice, law</b></p>	<p><u>Fact or opinion</u> To understand the difference between fact and opinion. To understand what biased reporting is and how we need to think critically about what we read. <b>Media influence, responsibility</b></p>	<p><u>Fakebook friends</u> To know the legal age for having a social media account. Understand why people don't tell the truth and only post the good bits online. Recognised that people's lives are a lot more balanced in real life with positives and negatives. <b>Being yourself, self-esteem, emotional needs, friendship, media influence, social norms, internet safety, peer influence, consent, relationships education, online safety</b></p>
3	<p><u>Recount task</u> To understand the difference between fact and opinion. To understand how an event can be seen from different viewpoints.</p>	<p><u>How do we make a difference?</u> To understand the reason we have rules. To suggest and engage in the ways they can contribute to decision making in school (eg school council, pupil voice)</p>	<p><u>Rights, responsibilities and duties.</u> To define the differences between differences, rights and duties. Discuss what can make them difficult to follow.</p>	<p><u>What's it worth?</u> To explain the benefits of saving money. To describe the different ways money can be saved identifying the pros and cons of each method.</p>

	<p>Growing up, media influence, responsibility, decision making, communication, independence</p>	<p>To recognise that everyone can make a difference through a democratic process. British values, respect, rules and laws, pupil voice, democracy, decision making</p>	<p>Identify the impact on individuals and community if responsibilities are not carried out. Citizenship, community, environment, outdoor education, responsibility, rights</p>	<p>Describe the costs that go into producing an item. Suggest sale prices for items. Explain what is meant by the term interest. Money saving, independence</p>
4	<p><u>Harold's environment project</u> <u>Book- The Tin Forest by Helen Ward</u> To define what is mean by the environment. To think of different ways of looking after the school environment. Citizenship, community, environment, wellbeing, teamwork, responsibility, pupils voice, decision making <b>*As an add on or alternative to this lesson, use The Tin Forest.</b> <b><i>In this book, an old man dreams of living in a forest full of life, but he lives in a barren scrap wasteland. The theme of this book is ecological and motivational: If you can't do everything, do something, and bit by bit the little things will make big changes.</i></b></p>	<p><u>In the News</u> To define the word 'influence.' To recognise that reports in the media can influence how you feel about a topic. Form and present their own opinions based on factual information and present these in a courteous and respectful manner. Media influence, trust, peer influence, decision making, communication</p>	<p><u>Mo makes a difference</u> To explain what we mean by voluntary, community and action group. Give examples of voluntary groups, the kind of work they do and the value. Aspirations, citizenship, community, environment, responsibility, pupil voice, decision making</p>	<p><u>Jobs and taxes</u> To recognise and explain that different jobs have different levels of pay and the factors that influence this. Explain the different kinds of tax that help fund public services. Evaluate the different public services and compare their value. Aspiration, community, money, responsibility</p>
5	<p><u>Can Harold afford it?</u> To understand the terms income, spending and saving. To recognise that there are times when we can buy what we want and times when we need to save. To suggest things around the home (items, services, bills) that need to be paid for. Environment, money, saving, responsibility, keeping safe, decision making, independence</p>	<p><u>Safety in numbers</u> To explain the role of the bystander and how it can influence bullying and other anti-social behaviour. To recognise that they can play a role in influencing outcomes of situations by their actions. Bullying, caring, conflict resolution, falling out, feelings, safety, support networks, responsibility, peer influence, keeping safe, decision making, communication, relationships, seeking help</p>	<p><u>Spending wisely</u> To state the costs involved in producing and selling an item. Suggest questions a consumer could ask before buying a product. Money, responsibility</p>	<p><u>Action stations</u> To explain what we mean by voluntary, community and action group. Describe the aim, mission statement, activity and beneficiaries of a chosen community or action group. Citizenship, community, cooperation, teamwork, pupil voice, peer influence</p>
6	<p><u>Earning money</u> To explain that people earn their income through their jobs.</p>	<p><u>Logo quiz</u> To understand some of the ways national and international environmental</p>	<p><u>Lend us a fiver!</u> To define the terms loan, debit, debt and interest.</p>	<p><u>Project pitch</u> To put together a campaign bid for a grant for an environmental organisation. (2</p>

	To understand that the amount people get paid depends on a variety of factors (skill, experience, training, responsibility) <b>Growing up, money, responsibility, independence</b>	organisations work to take care of the environment. To understand and explain the value of this work. <b>Community, environment, responsibility</b>	Suggest advice for a range of situations involving personal finance. <b>Money, responsibility</b>	lessons) <b>Citizenship, community, environment, teamwork, pupil voice</b>
7		<u>Harold's expenses</u> To define the terms income and expenditure. To list some of the items of expenditure in the school and home. Prioritise expenses in the home from most to least essential. <b>Citizenship, money, decision making</b>	<u>Local councils</u> To explain some of the areas that local councils have responsibility for. To understand that local councillors are elected to represent their local community. <b>British values, rules and laws, pupil voice, democracy</b>	<u>Happy shoppers</u> To explain what is meant by living in an environmentally sustainable way. Suggest actions to live in a more environmentally sustainable way. <b>Citizenship, caring, environment, responsibility, pupil voice</b>
8		<u>Why pay taxes?</u> To explain what is meant by income tax, national insurance and VAT. To understand how a payslip is laid out including pay and deductions. Prioritise public services from most to least essential. <b>Citizenship, community, money, responsibility</b>		<u>Democracy in Britain 1</u> To understand what democracy is. To prepare a mock election and write a manifesto. <b>British values, rules and laws, pupil voice, democracy</b> <u>Democracy in Britain 2</u> To understand how most laws are made. <b>British values, rules and laws, pupil voice, democracy</b>

<b>Growing and changing</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1	<u>Relationship tree</u> To identify different types of relationships. To recognise who they have positive healthy relationships with. <b>Self-esteem, caring, community, emotional needs, friendship, respect, support networks, trust, family, relationships education</b>	<u>Moving house</u> To describe some of the changes that happen to people during their lives. Explain how the learning line can help them manage change. Suggest people who may be able to help them deal with change. <b>Feelings, growth mindset, mental health, resilience, change, emotional health, emotions, managing change</b>	<u>How are they feeling?</u> To use a range of words and phrases to describe the intensity of different feelings. To distinguish between good and not so good feelings and use appropriate vocabulary to describe these. To explain strategies to build resilience. <b>Self-esteem, Bullying, feelings, mental health, resilience, relationships education, emotions health, confidence, emotions</b>	<u>Helpful or unhelpful? Managing change.</u> To 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. <b>Conflict resolution, feelings, support networks, change, responsibility,</b>

			emotions, managing change	
2	<p><u>Body Space</u> To understand what is meant by the term body space (personal space) To identify when it is appropriate/ inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space.</p> <p><b>P-A-N-T-S</b> Assertiveness, feelings, respect, safeguarding, standing up for yourself, consent, relationships education, keeping safe, communication, unwanted touch, emotions</p>	<p><u>My feelings are all over the place!</u> To name some positive and negative feelings. Understand how the onset of puberty can have emotional <i>as well as physical</i> impact. Suggest why young people sometimes fall out with their parents. Take part in a role play practicing how to compromise.</p> <p>Assertiveness, self-esteem, conflict resolution, emotional needs, falling out, feelings, growing up, growing and changing, mental health, puberty, respect, safety, standing up for yourself, support networks, change, family, relationships education, emotional health, confidence, getting help, decision making, negotiating, communication, independence, seeking help, managing change</p>	<p><u>Taking notice of our feelings</u> Identify people who can be trusted. Understand what kinds of touch are acceptable and unacceptable. Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p><b>P-A-N-T-S</b> Bullying, feelings, safeguarding, support networks, relationships education, keeping safe, inappropriate touch, seeking help</p>	<p><u>I look great!</u> <a href="#">Video: Dove Selfie Project</a> To understand that fame can be short lived. To recognise that photos can be changed to match society's view of perfect. Identify qualities that people have, as well as their looks.</p> <p>Being yourself, body image, bullying, growing and changing, media influence, mental health, relationships education</p>
3	<p><u>Secret or surprise?</u> To define the terms 'secret' and 'surprise' and understand the difference between safe and unsafe secrets. To recognise how different secrets and surprises might make them feel. To know who to ask for help is a secret makes them feel uncomfortable or unsafe.</p> <p>Feelings, friendship, safeguarding, secrets, support networks, trust, relationships education, confidence, getting help, emotions</p>	<p><u>All change</u> To identify the parts of the body that males and females have in common and those that are different. Know the correct terminology for their genitalia. Understand <i>some</i> of the physical changes our bodies go through during puberty.</p>	<p><u>Dear Hetty</u> To 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.</p> <p>Being different, emotional needs, feelings, resilience, dealing with loss, relationships education, emotions, managing change</p>	<p><u>Media Manipulation</u> <a href="#">Video: Dove Confident Me Evolution clip</a> Define what is meant by the word stereotype. Recognise how the media can sometimes reinforce stereotypes. Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people. To recognise that photos can be changed to match society's view of perfect.</p> <p>Being yourself, body image, diversity, identity, media influence, stereotypes, relationships education, self-esteem, gender</p>
4		<p><b>As per our policy, puberty and menstruation will be taught in year 5</b> <u>All change!</u> To identify the parts of the body that males and females have in common and those that</p>	<p><u>Pressure Online</u> <a href="#">Video: NSPCC film Lucy and the Boy</a> To understand the risks of sharing images</p>	

		<p>are different.          Know the correct terminology for their genitalia.          To understand and explain why puberty happens.  <b>Body parts, feelings, growing and changing, puberty, science, relationships education, reproduction, periods, menstruation, body changes, life cycles, emotions</b>  <u>Preparing for changes at puberty</u>  <b>Video: Kids health website- menstruation</b>          To understand that for girls, periods are a normal part of puberty.          To know the key facts of the menstrual cycle.          To know that periods are a normal part of puberty for girls.          Identify some of the ways to cope better with periods.  <b>Body parts, growing and changing, personal hygiene, puberty, science, relationships education, periods, menstruation, body changes, wet dreams</b>  <u>Changing bodies and feelings</u>          To know the correct words for the external sexual organs.          Discuss some of the myths associated with puberty.  <b>Body image, self-esteem, feelings, growing and changing, puberty, relationships education, body parts, reproduction, wet dreams, emotions, science</b></p>	<p>online and how these are hard to control once shared.          Understand that people can feel pressured to behave in certain ways because of the influence of the peer group.  <b>P-A-N-T-S</b>  <b>Bullying, peer pressure, respect, risk taking, safeguarding, social norms, trust, internet safety, peer influence, consent, privacy, decision making, sexting, online safety</b></p>	
5	<p><u>Basic first aid: British Red Cross First Aid Champions resources</u>          To understand why first aid is important.          Learn some skills around giving first aid.</p>	<p><u>Secret or surprise</u>          To define the terms ‘secret’ and ‘surprise’ and understand the difference between safe and unsafe secrets.          Recognise how different surprises and secrets might make them feel.          To know who to ask for help is a secret makes them feel uncomfortable or unsafe.  <b>Friendship, safeguarding, secrets, standing up for yourself, support networks, trust, relationships education, confidence, getting help, decision making, communication, relationships</b></p>	<p><u>Help I’m a teenager get me out of here!</u>          To recognise how our body feels when we are relaxed.          List some of the ways our body feels when it is nervous or sad.          Describe how to be resilient in order to find someone who will listen to you.  <b>Assertiveness, conflict resolution, feelings, growing and changing, resilience, safety, support networks, peer influence, relationships education, communication, emotions</b></p>	<p><u>Is this normal?</u>          To define the term ‘puberty’ and give 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.  <b>Body parts, FGM, growing and changing, puberty, relationships education, periods, menstruation, body changes, FGM</b></p>
6		<p><u>Together</u>          To understand that marriage is a commitment to be entered into freely and not against someone’s will.          Recognise that marriage includes same sex and opposite sex partners.</p>	<p><u>Dear Ash</u>          To explain the difference between a safe and an unsafe secret.          To identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p><u>Making babies</u>          To identify the changes that happen through puberty to allow sexual reproduction to occur.          To know a variety of ways in which the sperm can fertilise an egg to make a baby.</p>

	<p>Know the legal age for marriage in England and Scotland.</p> <p>Discuss the reasons a person would want to be married, live together or have a civil ceremony.</p> <p>Being yourself, diversity, rules and laws, consent, relationships education, LGBT+, decision making, sexual orientation, law, forced marriage, arranged marriage, civil partnership, marriage</p>	<p>Safeguarding, secrets, support networks</p>	<p>Know the legal age of consent and what that means.</p> <p>Body parts, growing and changing, rules and laws, science, relationships education, reproduction, life cycles, sex, conception, IVF, adoption, Surrogacy, pregnancy, birth</p>
7		<p><u>Stop, start stereotypes</u></p> <p>To recognise that some people can get bullied because of the way they express their gender.</p> <p>To give examples of how bullying behaviours can be stopped.</p> <p>Bullying, stereotypes, relationships education, sex, gender identity, sexual orientation</p>	

Keeping Myself Safe				
	Year 3	Year 4	Year 5	Year 6
1	<p><u>Safe or unsafe?</u></p> <p>To identify situations which are safe or unsafe.</p> <p>To identify people who can help if a situation is unsafe.</p> <p>Suggest strategies for keeping safe.</p> <p>Safeguarding, safety, support networks, keeping safe</p>	<p><u>Danger, risk or hazard?</u></p> <p>To define the terms danger, risk and hazard and explain the difference between them.</p> <p>To identify situations which are either dangerous, risky or hazardous.</p> <p>To suggest simple strategies for managing risk.</p> <p>Risk-taking, safety, confidence, keeping safe</p>	<p><u>'Thinking' about habits.</u></p> <p>To explain what a habit is, giving examples.</p> <p>To describe why and how a habit can be hard to change.</p> <p>Aspirations, drugs, healthy lifestyles, smoking, decision making</p>	<p><u>Think Before you click</u></p> <p>To accept that responsible and respectful behaviour is necessary when interacting with others online and face to face.</p> <p>Understand the ease with which something posted online can spread.</p> <p>Bullying, respect, responsibility, internet safety, online safety</p>
2	<p><u>Danger or Risk?</u></p> <p>To explain the words 'danger' and 'risk' and explain the difference between the two.</p> <p>Demonstrate strategies for dealing with a</p>	<p><u>Picture Wise</u></p> <p>To identify images that are safe/ unsafe to share online.</p> <p>To know and explain strategies for safe online sharing.</p>	<p><u>Jay's Dilema</u></p> <p>To recognise that there are positive and negative risks.</p> <p>Explain how to weigh up risk factors when making a decision.</p>	<p><u>Traffic Lights</u></p> <p>To identify strategies for keeping personal information safe online.</p> <p>To describe safe behaviours when using communication technology.</p>

	<p>risky situation.</p> <p>Risk-taking, safety, keeping safe, decision making</p>	<p>To understand the implications of sharing images online without consent.</p> <p>Safeguarding, safety, internet safety, consent, privacy, sexting, online safety</p>	<p>Describe some of the possible outcomes of taking a risk.</p> <p>Resilience, risk-taking, getting help, decision making, independence, seeking help</p>	<p>Responsibility, internet safety, relationships education, decision making, online safety</p>
3	<p><u>The Risk Robot</u></p> <p>To identify risk factors in given situations. To suggest ways of reducing or managing those risks.</p> <p>Risk-taking, safety, keeping safe, decision making, independence</p>	<p><u>How dare you!</u></p> <p>To define what is meant by the word 'dare.'</p> <p>To identify from given scenarios which are dares and which are not. Suggest strategies for managing dares.</p> <p>Assertiveness, self-esteem, bullying, conflict resolution, dares, peer pressure, risk taking, safety, standing up for yourself, peer influence, confidence, keeping safe, communication</p>	<p><u>Spot bullying</u></p> <p><u>Film: My name is George from Kids helpline</u></p> <p><u>Spot bullying activity.</u></p> <p>To 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.</p> <p>Bullying, conflict resolution, peer pressure, safeguarding, internet safety, rights, getting help, relationships, online safety</p>	<p><u>To share or not to share</u></p> <p><u>Film clip: NSPCC 'I saw your willy'</u></p> <p>To 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.</p> <p>Assertiveness, bullying, peer pressure, respect, rules and laws, social norms, trust, internet safety, peer influence, consent, rights, relationships education, privacy, decision making, sexting, law, online safety</p>
4	<p><u>Alcohol and cigarettes: the facts</u></p> <p>To identify some key risks from and effects of cigarettes and alcohol. Know that most people choose not to smoke cigarettes. Define the word 'drug' and understand that nicotine and alcohol are drugs.</p> <p>Alcohol, body parts, drugs, science, smoking, social norms</p>	<p><u>Medicines: Check the label</u></p> <p>To understand that medicines are drugs. To explain safety issues for medicine use. To suggest alternatives for taking a medicine when feeling unwell. To suggest strategies for limiting the spread of infectious diseases.</p> <p>Drugs, healthy lifestyles, hygiene, medicines, safety, responsibility,</p>	<p><u>Ella's diary dilemma</u></p> <p>Explain what is meant by a dare. Explain why someone might give a dare. Suggest ways of standing up to someone who might give a dare.</p> <p>Assertiveness, self-esteem, bullying, conflict resolution, dares, peer pressure, risk taking, standing up for yourself, peer influence, confidence, decision making, relationships</p>	<p><u>Rat Park</u></p> <p>To define what is meant by addiction demonstrating that addiction is a form of behaviour. To understand that all humans have basic emotional needs and explain some of the ways these can be met.</p> <p>Drugs, emotional needs, relationships</p>
5	<p><u>Super searcher</u></p> <p>To evaluate the validity of statements relating to online safety. Recognise potential risks of browsing online. Give examples of strategies for safe browsing online.</p> <p>Media influence, responsibility, internet safety, privacy, decision making, online</p>	<p><u>Know the norms</u></p> <p>To understand some of the key effects and risks of drinking alcohol. To understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol.</p> <p>Alcohol, drugs, risk taking, smoking, social norms</p>	<p><u>Decision Dilemmas</u></p> <p>To recognise which situations are risky. To 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.</p> <p>Bullying, conflict resolution, dares, feelings, media influence, peer pressure,</p>	<p><u>What sort of drug is...?</u></p> <p>To explain how drugs can be categorised into different groups depending on their medicinal 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.</p>

	safety		risk taking, safety, social norms, peer influence, relationships education, keeping safe, decision making	Alcohol, drugs, medicines, rules and laws, smoking, social norms
6	<p><u>None of your business!</u> To know that our body can often give us a sign when something doesn't feel right. Trust these signs and talk to an adult if this happens. Recognise and describe appropriate behaviour online and offline. Identify what constitutes personal information and when it is not appropriate or safe to share it. Understand how to get help in a situation where a request for images or information occurs.</p> <p>Safety, responsibility, internet safety, consent, relationships education, privacy, online safety</p>	<p><u>Keeping ourselves safe</u> To describe the stages of identifying and managing risk. To suggest people they can ask for help in managing risk.</p> <p>Assertiveness, bullying, feelings, peer pressure, risk taking, safeguarding, safety, standing up for yourself, support networks, peer influence, relationships education, confidence, keeping safe, getting help, decision making, communication, emotions</p>	<p><u>Play, like, share</u> <u>Films: CEOP Thinkuknow films x 3 clips</u> To consider what information is safe/ unsafe to share online and offline and reflect on the consequences of not keeping personal information private. Recognise that people aren't always who they appear to be online and explain risks of being friends with a person online they have never met face to face. Know how to protect personal information online. Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Feelings, friendship, respect, safeguarding, responsibility, internet safety, privacy, decision making, relationships, online safety</p>	<p><u>Drugs: it's the law!</u> To understand some of the basic laws in relation to drugs. Explain why there are laws relating to drugs in their country.</p> <p>Alcohol, drugs, medicines, rules and laws, smoking, social norms, law</p>
7	<p><u>Raisin challenge</u> To demonstrate strategies for assessing risk. Understand and explain decision making skills. Understand where to get help from when making decisions.</p> <p>Feelings, resilience, risk taking, safety, trust, relationships education, keeping safe, getting help, decision making</p>	<p><u>Raisin Challenge (2)</u> To understand that we can be influenced both positively and negatively. To give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p> <p>Assertiveness, being yourself, self-esteem, bullying, caring, media influence, mental health, prejudice, safety, standing up for yourself, support networks, tolerance, peer influence, relationships education, confidence, keeping safe, getting help</p>	<p><u>Drugs</u> True or false? To understand some of the complexities of categorising drugs. To 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.</p> <p>Alcohol, drugs, healthy lifestyles, medicines, rules and laws, smoking law</p>	<p><u>Alcohol: what is normal?</u> To understand the actual normal around drinking alcohol and the reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol.</p> <p>Alcohol, drugs, media influence, social norms, peer influence</p>
8	<p><u>Help or Harm</u> To understand that medicines are drugs and understand the ways they can be helpful or harmful.</p> <p>Alcohol, body parts, drugs, healthy eating, medicines, physical activity, safety, science, sleep, smoking</p>		<p><u>Smoking- what is normal?</u> To understand the actual norms around smoking and the common misperceptions of these.</p> <p>Drugs, healthy lifestyles, media influence, peer pressure, risk taking, smoking, social norms, peer influence</p>	<p><u>Joe's story (part 1)</u> To 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</p>



			<p>their emotional need met.</p> <p>Alcohol, drugs, emotional needs, risk taking, smoking, social norms</p>
		<p><u>Would you risk it?</u></p> <p>To identify risk factors in a given situation (around smoking) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>To understand the actual norms around smoking/ alcohol and the reasons for common misperceptions of these.</p> <p>Assertiveness, conflict resolution, dares, media influence, peer pressure, risk-taking, smoking, social norms, peer influence, emotional health, confidence, decision making, communication, relationships</p>	<p><u>Joe's Story (part 2)</u></p> <p>To understand and give examples of conflicting emotions.</p> <p>To understand and reflect on how independence and responsibility go together.</p> <p>Alcohol, citizenship, emotional needs, growing up, risk taking, smoking, responsibility, relationships education, keeping safe, decision making, independence, managing change</p>