



St John's Church of England Academy Enquiry Curriculum – PSHE Overview 2020 / 2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2	<p>Me and My Relationships</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Why we have classroom rules -Thinking about feelings -Our feelings -Feelings and bodies -Our special people <p>balloons</p> <p>_Good friends</p> <p>-How are you listening?</p> <p><u>Learning Outcomes</u></p> <p>Understand that classroom rules help everyone to learn and be safe;</p> <p>Explain their classroom rules and be able to contribute to making these.</p>	<p>Valuing Differences</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Same or different? -Unkind, tease or bully? -Harold's school rules -Who are our special people? -It's not fair! <p><u>Learning Outcomes</u></p> <p>Identify the differences and similarities between people;</p> <p>Empathise with those who are different from them;</p> <p>Begin to appreciate the positive aspects of these differences.</p>	<p>Keeping Myself Safe</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Healthy me -Super sleep -Who can help? (1) -Harold loses Geoffrey _What could Harold do? -Good or bad touches? <p><u>Learning Outcomes</u></p> <p>Understand that the body gets energy from food, water and air (oxygen);</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p>	<p>Rights and Responsibilities</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Harold's wash and brush up -Around and about the school -Taking care of something -Harold's money -How should we look after our money? -Basic first aid <p><u>Learning Outcomes</u></p> <p>Recognise the importance of regular hygiene routines;</p> <p>Sequence personal hygiene routines into a logical order.</p>	<p>Being My Best</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -I can eat a rainbow _Eat well -Catch it! Bin it! Kill it! -Harold learns to ride his bike -Pass on the praise! -Harold has a bad day <p><u>Learning Outcomes</u></p> <p>Recognise the importance of fruit and vegetables in their daily diet;</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise that they may have different</p>	<p>Growing and Changing</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Inside my wonderful body! -Taking care of a baby -Then and now -Who can help? (2) -Surprises and secrets -Keeping privates private <p><u>Learning Outcomes</u></p> <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p>

	<p>Recognise how others might be feeling by reading body language/facial expressions;</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p>	<p>Explain the difference between unkindness, teasing and bullying;</p> <p>Understand that bullying is usually quite rare.</p>	<p>Identify simple bedtime routines that promote healthy sleep.</p>	<p>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</p>	<p>tastes in food to others;</p>	<p>Understand and explain the simple bodily processes associated with them.</p>
<p>Identify a range of feelings;</p> <p>Identify how feelings might make us behave:</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p>	<p>Explain some of their school rules and how those rules help to keep everybody safe.</p>	<p>Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Identify people who can help them when they feel unsafe.</p>	<p>Explain the importance of looking after things that belong to themselves or to others.</p>	<p>Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p>	<p>Understand some of the tasks required to look after a baby;</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p>	
<p>Recognise that people's bodies and feelings can be hurt;</p> <p>Suggest ways of dealing with different kinds of hurt.</p>	<p>Identify some of the people who are special to them;</p> <p>Recognise and name some of the qualities that make a person special to them.</p>	<p>Recognise the range of feelings that are associated with loss.</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>	<p>See link to external resources for further information.</p>	<p>Understand how diseases can spread;</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p>	<p>Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/helped them at those different stages.</p>	
<p>Recognise that they belong to various groups and communities such as their family;</p>	<p>Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p>	<p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p> <p>Explain the difference between appropriate</p>		<p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience</p>	<p>Explain the difference between teasing and bullying;</p> <p>Give examples of what they can do if</p>	

	<p>Explain how these people help us and we can also help them to help us.</p> <p>Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p> <p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p>		<p>and inappropriate touch;</p> <p>Understand that they have the right to say “no” to unwanted touch;</p> <p>Start thinking about who they trust and who they can ask for help.</p>		<p>how this makes them feel.</p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>they experience or witness bullying;</p> <p>Say who they could get help from in a bullying situation.</p> <p>Explain the difference between a secret and a nice surprise;</p> <p>Identify situations as being secrets or surprises;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Identify parts of the body that are private;</p> <p>Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p>
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<p>Year 3</p>	<p>Me and My Relationships</p> <p><u>Lesson Focus</u></p> <p>-As a rule</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>-Friends are special</p> <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Explain why we have rules;</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities;</p> <p>Suggest appropriate rules for a range of settings;</p> <p>Consider the possible consequences of breaking the rules.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Explain some of the feelings someone might have when they lose</p> </div>	<p>Valuing Differences</p> <p><u>Lesson Focus</u></p> <p>-Family and friends</p> <p>-My community</p> <p>-Respect and challenge</p> <p>-Our friends and neighbours</p> <p>-Let's celebrate our differences</p> <p>-Zeb</p> <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit</p> </div>	<p>Keeping Myself Safe</p> <p><u>Lesson Focus</u></p> <p>-Safe or unsafe?</p> <p>-Danger or risk?</p> <p>-The Risk Robot</p> <p>-Alcohol and cigarettes: the facts</p> <p>-Super Searcher</p> <p>-None of your business!</p> <p>-Raisin challenge (1)</p> <p>-Help or harm?</p> <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Define the words danger and risk and explain the difference between the two;</p> </div>	<p>Rights and Responsibilities</p> <p><u>Lesson Focus</u></p> <p>Our helpful volunteers</p> <p>Helping each other to stay safe</p> <p>Recount task</p> <p>Harold's environment project</p> <p>Can Harold afford it?</p> <p>Earning money</p> <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Define what a volunteer is;</u></p> <p><u>Identify people who are volunteers in the school community;</u></p> <p><u>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</u></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><u>Identify key people who are responsible for them to stay safe and healthy;</u></p> <p><u>Suggest ways they can help these people.</u></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><u>Understand the difference between 'fact' and 'opinion';</u></p> </div>	<p>Being My Best</p> <p><u>Lesson Focus</u></p> <p>-Derek cooks dinner! (healthy eating)</p> <p>-Poorly Harold</p> <p>-For or against?</p> <p>-I am fantastic!</p> <p>-Getting on with your nerves!</p> <p>-Body team work</p> <p>-Top talents</p> <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples what foods might make up a healthy balanced meal.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Explain how some infectious illnesses are spread from</p> </div>	<p>Growing and Changing</p> <p><u>Lesson Focus</u></p> <p>-Relationship Tree</p> <p>-Body space</p> <p>-Secret or surprise?</p> <p>-My changing body</p> <p>-Basic first aid</p> <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Define the terms 'secret' and 'surprise' and know the difference</p> </div>
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	<p>something important to them;</p> <p>Understand that these feelings are normal and a way of dealing with the situation.</p> <p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Explain what a dare is;</p> <p>Understand that no-one has the right to force them to do a dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p> <p>Express opinions and listen to those of others;</p>	<p>to mental health and wellbeing.</p> <p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Explain that people living in the UK have different origins;</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Recognise the factors that make people similar to and</p>	<p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Evaluate the validity of statements relating to online safety;</p> <p>Recognise potential risks associated with browsing online;</p> <p>Give examples of strategies for safe browsing online.</p>	<p><u>Understand how an event can be perceived from different viewpoints;</u></p> <p><u>Plan, draft and publish a recount using the appropriate language.</u></p>	<p>one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Develop skills in discussion and debating an issue;</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different viewpoints;</p> <p>Make recommendations, based on their research.</p> <p>Identify their achievements and</p>	<p>between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p> <p>See link to external resources for further information</p>
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	<p>Consider others' points of view;</p> <p>Practice explaining the thinking behind their ideas and opinions.</p>	<p>different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>	<p>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;</p>		<p>areas of development;</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p>	
	<p>Identify qualities of friendship;</p> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>	<p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>Recognise and describe appropriate behaviour online as well as offline;</p>			
			<p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p>			
			<p>Demonstrate strategies for assessing risks;</p> <p>Understand and explain decision-making skills;</p> <p>Understand where to get help from when making decisions.</p>			

			Understand that medicines are drugs and suggest ways that they can be helpful or harmful.			
Year 4/5	<p>Me and My Relationships</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -An email from Harold! -Ok or not ok? (part 1) -Ok or not ok? (part 2) -Human machines -Different feelings -When feelings change -Under pressure <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</p> <p>Explain how different words can express the intensity of feelings.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Explain what we mean by a 'positive, healthy relationship';</p> </div>	<p>Valuing Differences</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Can you sort it? -Islands -Friend or acquaintance? -What would I do? -The people we share our world with -That is such a stereotype! <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Define the terms 'negotiation' and 'compromise';</p> <p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Understand that they have the right to protect their personal body space;</p> </div>	<p>Keeping Myself Safe</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Danger, risk or hazard? -Picture Wise -How dare you! -Medicines: check the label -Know the norms (formerly Tell Ed6) -Keeping ourselves safe -Raisin challenge (2) <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</p> <p>Identify situations which are either dangerous, risky or hazardous;</p> <p>Suggest simple strategies for managing risk.</p> </div>	<p>Rights and Responsibilities</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Who helps us stay healthy and safe? -It's your right -How do we make a difference? -In the news! -Safety in numbers -Logo quiz -Harold's expenses -Why pay taxes? <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Explain how different people in the school and local community help them stay healthy and safe;</p> <p>Define what is meant by 'being responsible';</p> <p>Describe the various responsibilities of those who help them stay healthy and safe;</p> <p>Suggest ways they can help the people who</p> </div>	<p>Being My Best</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -What makes me ME! -Making choices (formerly Ed6 Learns to be human) -SCARF Hotel -Harold's Seven Rs -My school community (1) -Basic first aid <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Identify ways in which everyone is unique;</p> <p>Appreciate their own uniqueness;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> </div>	<p>Growing and Changing</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Moving house -My feelings are all over the place! -All change! -Period positive -Secret or surprise? -Together <p><u>Learning Outcomes</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Describe some of the changes that happen to people during their lives;</p> <p>Explain how the Learning Line can be used as a tool to help them manage change more easily;</p> <p>Suggest people who may be able to help them deal with change.</p> </div>

	Describe some of the qualities that they admire in others.	Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.	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.	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);	Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.
	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.	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.	Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.	Recognise that everyone can make a difference within a democratic process. Define the word influence;	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	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.
	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;	List some of the ways that people are different to each other (including differences of race, gender, religion);	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	Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying	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 Plate). Guide (formerly Eatwell Plate). See link to external resources for further information	Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm;

	<p>Recognise that their feelings might change towards someone or something once they have further information.</p>	<p>Recognise potential consequences of aggressive behaviour;</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p>	<p>(e.g. hand-washing routines).</p>	<p>or other anti-social behaviour;</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p>		<p>Understand that periods are a normal part of puberty for girls;</p> <p>Identify some of the ways they can cope better with periods.</p>
	<p>Give examples of strategies to respond to being bullied, including what people can do and say;</p> <p>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	<p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences.</p>	<p>Understand some of the key risks and effects of smoking and drinking alcohol;</p> <p>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p>			<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>
		<p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p>			<p>Recognise that marriage includes same sex and opposite sex partners;</p> <p>Know the legal age for marriage in</p>
			<p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>			

						<p>England or Scotland;</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
Year 5	<p>Me and My Relationships</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Collaboration Challenge! -Give and take -How good a friend are you? -Relationship cake recipe -Being assertive <p><u>Learning Outcomes</u></p> <p>Our emotional needs</p> <p>Communication</p>	<p>Valuing Differences</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Qualities of friendship -Kind conversations -The land of the Red People -Is it true? -It could happen to anyone <p><u>Learning Outcomes</u></p>	<p>Keeping Myself Safe</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> '-Thinking' about habits -Jay's dilemma -Spot bullying -Ella's diary dilemma -Decision dilemmas -Play, like, share -Drugs: true or false? -Smoking: what is normal? -Would you risk it? <p><u>Learning Outcomes</u></p>	<p>Rights and Responsibilities</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -What's the story? -Fact or opinion? -Rights, responsibilities and duties -Mo makes a difference -Spending wisely -Lend us a fiver! -Local councils <p><u>Learning Outcomes</u></p>	<p>Being My Best</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Getting fit_It all adds up! -Different skills -My school community (2) -Independence and responsibility -Star qualities? -Basic first aid <p><u>Learning Outcomes</u></p>	<p>Growing and Changing</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -How are they feeling? -Taking notice of our feelings -Dear Hetty -Changing bodies and feelings -Growing up and changing bodies -It could happen to anyone -Help! I'm a teenager - get me out of here! -Dear Ash -Stop, start, stereotypes <p><u>Learning Outcomes</u></p>
	<div style="border: 1px solid black; padding: 5px;"> <p>Explain what is meant by the terms negotiation and compromise;</p> <p>Describe strategies for resolving difficult issues or situations.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Demonstrate how to respond to a wide range of feelings in others;</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Define some key qualities of friendship;</p> <p>Describe ways of making a friendship last;</p> <p>Explain why friendships sometimes end.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Rehearse active listening skills:</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Explain what a habit is, giving examples;</p> <p>Describe why and how a habit can be hard to change.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Identify, write and discuss issues currently in the media concerning health and wellbeing;</p> <p>Express their opinions on an issue concerning health and wellbeing;</p> <p>Make recommendations on</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Know two harmful effects each of smoking/drinking alcohol.</p> <p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>Use a range of words and phrases to describe the intensity of different feelings</p> </div>

	<p>Give examples of some key qualities of friendship;</p> <p>Reflect on their own friendship qualities.</p>	<p>Demonstrate respectfulness in responding to others;</p> <p>Respond appropriately to others.</p>	<p>Demonstrate strategies and skills for supporting others who are bullied;</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p>	<p>an issue concerning health and wellbeing.</p>	<p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>	<p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p> <p>Explain strategies they can use to build resilience.</p>
	<p>Identify what things make a relationship unhealthy;</p> <p>Identify who they could talk to if they needed help.</p>	<p>Recognise some of the feelings associated with feeling excluded or 'left out';</p>	<p>Define what is meant by a dare;</p> <p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p>	<p>Understand the difference between a fact and an opinion;</p> <p>Understand what biased reporting is and the need to think critically about things we read.</p>	<p>Identify people who are responsible for helping them stay healthy and safe;</p> <p>Identify ways that they can help these people.</p>	<p>Identify people who can be trusted;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable.</p>
	<p>Identify characteristics of passive, aggressive and assertive behaviours;</p> <p>Understand and rehearse assertiveness skills.</p>	<p>Give examples of ways in which people behave when they discriminate against others who are different from them;</p> <p>Understand the importance of respecting others, even when they are different from themselves.</p>	<p>Recognise which situations are risky;</p> <p>Explore and share their views about decision making when faced with a risky situation;</p> <p>Suggest what someone should do when faced with a risky situation.</p>	<p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>Give examples of voluntary groups, the kind of work they do and its value.</p>	<p>Describe 'star' qualities of celebrities as portrayed by the media;</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</p> <p>Describe 'star' qualities that 'ordinary' people have.</p>	<p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty.</p>
	<p>Recognise basic emotional needs, understand that they change according to circumstance;</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p>	<p>Reflect on what information they</p>			<p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is</p>

	<p>Understand that online communication can be misinterpreted;</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>	<p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Understand that the information we see online either text or images, is not always true or accurate;</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p> <p>Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others;</p> <p>Give examples of how individual/group</p>	<p>share offline and online:</p> <p>Recognise that people aren't always who they say they are online;</p> <p>Know how to protect personal information online.</p> <p>Understand some of the complexities of categorising drugs;</p> <p>Know that all medicines are drugs but not all drugs are medicines;</p> <p>Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p> </p>		<p>See link to external resources for further information</p>	<p>and why it happens.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others;</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p> <p>Recognise how our body feels when we're relaxed;</p> <p>List some of the ways our body feels when it is nervous or sad;</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Explain the difference between</p>
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		actions can impact on others in a positive or negative way.				<p>a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p> <p>Give examples of how bullying behaviours can be stopped.</p>
Year 6	<p>Me and My Relationships</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Working together -Let's negotiate -Solve the friendship problem -Assertiveness skills (formerly Behave yourself - 2) -Behave yourself -Dan's day -Don't force me -Acting appropriately 	<p>Valuing Differences</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -OK to be different -We have more in common than not -Respecting differences -Tolerance and respect for others -Advertising friendships! -Boys will be boys? - challenging gender stereotypes <p><u>Learning Outcomes</u></p>	<p>Keeping Myself Safe</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Think before you click! -Traffic lights -To share or not to share? -Rat Park -What sort of drug is...? -Drugs: it's the law! -Alcohol: what is normal? -Joe's story (part 1) -Joe's story (part 2) <p><u>Learning Outcomes</u></p>	<p>Rights and Responsibilities</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Two sides to every story -Fakebook friends -What's it worth? -Jobs and taxes -Action stations! -Project Pitch (parts 1 & 2) -Happy shoppers -Democracy in Britain 1 - Elections 	<p>Being My Best</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Five Ways to Wellbeing project -This will be your life! -Our recommendations -What's the risk? (1) -What's the risk? (2) -Basic first aid <p><u>Learning Outcomes</u></p>	<p>Growing and Changing</p> <p><u>Lesson Focus</u></p> <ul style="list-style-type: none"> -Helpful or unhelpful? -Managing change -I look great! -Media manipulation -Pressure online -Is this normal? -Dear Ash -Making babies -What is HIV? <p><u>Learning Outcomes</u></p>

	<p>-It's a puzzle</p> <p><u>Learning Outcomes</u></p> <p>Recognise some of the challenges that arise from friendships;</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>List some assertive behaviours;</p> <p>Recognise peer influence and pressure;</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics;</p> <p>Recognise basic emotional needs and understand that they change according to circumstance;</p> <p>Suggest strategies for dealing assertively with a</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</p> <p>Suggest strategies for dealing with bullying, as a bystander;</p> <p>Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us;</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p> <p>Demonstrate ways of showing respect to others, using verbal</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</p> <p>Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online;</p> <p>Describe safe behaviours when using communication technology.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p>	<p>-Democracy in Britain 2 -</p> <p>How (most) laws are made</p> <p><u>Learning Outcomes</u></p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</p> <p>Describe the language and techniques that make up a biased report;</p> <p>Analyse a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account;</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online;</p> <p>Recognise that people's lives are much more balanced in real life, with</p>	<p>Explain what the five ways to wellbeing are;</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Identify risk factors in a given situation (involving alcohol);</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p> <p>Identify risk factors in a given situation;</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>Suggest positive strategies for dealing with change;</p> <p>Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Understand that fame can be short-lived;</p> <p>Recognise that photos can be changed to match society's view of perfect;</p> <p>Identify qualities that people have, as well as their looks.</p> <p>Define what is meant by the term stereotype;</p>
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	<p>situation where someone under pressure may do something they feel uncomfortable about.</p>	<p>and non-verbal communication.</p>	<p>Know how to keep their information private online.</p>	<p>positives and negatives.</p>	<p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</p> <p>Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</p>	<p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>
	<p>Describe the consequences of reacting to others in a positive or negative way;</p> <p>Suggest ways that people can respond more positively to others.</p>	<p>Understand and explain the term prejudice;</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context;</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses;</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p>	<p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</p>	<p>See link to external resources for further information</p>	<p>Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than</p>
	<p>Describe ways in which people show their commitment to each other;</p> <p>Know the ages at which a person can marry, depending on whether their parents agree.</p>					
	<p>Recognise that some types of physical contact can produce strong negative feelings;</p> <p>Know that some inappropriate touch is also illegal.</p>	<p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship (e.g. neighbour,</p>				
	<p>Identify strategies for keeping personal information safe online;</p> <p>Describe safe and respectful behaviours</p>					

	<p>when using communication technology.</p>	<p>parent/carer, relative).</p> <p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>	<p>Understand some of the basic laws in relation to drugs;</p> <p>Explain why there are laws relating to drugs in this country.</p> <p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</p> <p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</p> <p>Explain how these emotional needs impact on people's behaviour;</p> <p>Suggest positive ways that people can get their emotional need met.</p> <p>Understand that with independence comes responsibility</p>			<p>people believe them to be.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence</p>
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			<p>Explain how these emotional needs impact on people's behaviour;</p> <p>Suggest positive ways that people can get their emotional needs met.</p>			<p>in order to keep someone safe.</p>
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