

| Key stage | Year group | Curriculum                                   | Statutory guidance core theme                   | Pupils should know...   | Learning objective   | Learning outcomes  | Key questions  | Key words                            | Resources  | Signposting for support  |
|-----------|------------|--|---|---|--|--|--|--------------------------------------|--|--|
| KS1       | YR R       | Relationships Education                      | Families and people who care for me             | An introduction to families and people who care for me  | Pupils understand that 'family' means different things to different people.  | I can recognise the people I think of as part of my family.  | What is a family?<br>Who is in your family?<br>How are our families similar/different?   | Family; Similar; Different           | Lesson plan: Out For Our Children ( <a href="http://the-classroom.org.uk/wp-content/uploads/2011/05/OFOC-Foundation-Stage-Pack-e-version.pdf">http://the-classroom.org.uk/wp-content/uploads/2011/05/OFOC-Foundation-Stage-Pack-e-version.pdf</a> ), Family Map (p.11); Fantastic Fantasy Family (p. 12); Fruit Salad (p. 15)<br>Book: The Family Book by Todd Parr  | Childline  |
| KS1       | YR R       | Relationships Education                      | Caring friendships                              | How important friendships are in making us feel happy and secure, and how people choose and make friends.   | Pupils understand that there are similarities and differences between everyone, and can celebrate this.  | I know that there are some ways that people can be the same as each other. I know that there are some ways that people can be different from each other. I feel confident to be myself.                | Do boys and girls like playing with the same toys?<br>Why do you think different people like different colours?<br>What would it be like if we were all the same?<br>Why is it good that we like different things? | Different; Same; Similar             | <b>Lesson plan:</b> RSE Solution YR R, Lesson 3<br><b>Lesson plan:</b> Out for Our Children ( <a href="http://the-classroom.org.uk/wp-content/uploads/2011/05/OFOC-Foundation-Stage-Pack-e-version.pdf">http://the-classroom.org.uk/wp-content/uploads/2011/05/OFOC-Foundation-Stage-Pack-e-version.pdf</a> ), Colours Activity (p.7)  | Childline  |
| KS1       | YR R       | Relationships Education                      | Respectful relationships                        | The importance of permission-seeking and giving in relationships with friends, peers and adults.  | Pupils can recognise what they like and dislike, feeling empowered to make respectful and informed choices.  | I can make choices based on what I like and dislike. I have considered how to make a difficult choice, listening to other people's opinions.   | How do you know if you like something?<br>How do you know if you dislike something?<br>Are there times when it is important to do the right thing even if it is not what you want to do?                           | Like; Dislike; Difficult             | <b>Lesson plan:</b> RSE Solution YR R, Lesson 4  | Childline  |
| KS1       | YR R       | Relationships Education;<br>Health Education | Online relationships; Internet safety and harms | An introduction to online safety. Where and how to report concerns and get support with issues online.  | Pupils understand what being online may look like, the different feelings they can experience online and how to identify adults who can help.            | I can explain how something online might make someone feel worried or sad. I can recognise different feelings. I can identify up to four adults in my life who can help me if I have a problem online. | What might someone of your age like to watch online? What might they watch it on? What can you do if you are upset or scared by something you see online?  | Online; Worried; Scared              | <b>Lesson plan:</b> Think You Know , Jessie and Friends. (Episode 1, Watching Videos) A <i>PSHE Association quality assured resource teaching the skills and confidence to help them stay safe from sexual abuse and other risks they may encounter online.</i> ( <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends/">https://www.thinkuknow.co.uk/parents/jessie-and-friends/</a> )                                  | Childline<br>CEOP<br>( <a href="https://www.ceop.police.uk/safety-centre/">https://www.ceop.police.uk/safety-centre/</a> ) |
| KS1       | YR R       | Relationships Education                      | Being safe                                      | What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  | Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy. | I know what 'private' means. I know that some things are done in private. I know that other people need to be private sometimes.   | Is it important to allow someone to be private sometimes?<br>Why is it important not to do something when someone asks you to stop?<br>Why is it important to cover some parts of our body with underwear?         | Private; Public; Safe                | <b>Lesson plan:</b> RSE Solution YR R, Lesson 5<br><b>Lesson plan:</b> NSPCC Pants. A <i>PSHE Association quality assured resource exploring appropriate and inappropriate touch.</i> ( <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a> )  | Childline  |
| KS1       | YR R       | My Body                                      |   | An introduction to my body  | Pupils can correctly position body parts.  | I know what some parts of my body are called. I know what some parts of my body do.  | Do most people's bodies have the same parts in the same places?<br>Are all bodies the same shape and size?<br>Do some people need help to make their bodies work better?   | Body                                 | <b>Film:</b> BBC Bitesize. What are the parts of the human body?<br><a href="http://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhr82">www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhr82</a><br><b>Worksheet:</b> Twinkl - Body part counting<br>( <a href="https://www.twinkl.co.uk/resource/t-t-187-parts-of-the-body-topic-word-cards">https://www.twinkl.co.uk/resource/t-t-187-parts-of-the-body-topic-word-cards</a> ) | Childline  |
| KS1       | YR R       | Health Education                             | Mental Wellbeing                                | How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.       | I can identify comfortable and uncomfortable feelings. I can describe my feelings to another person. I can manage uncomfortable feelings.  | What is a feeling?<br>Do all feelings feel nice? What can you do when a feeling doesn't feel nice?   | Feelings; Comfortable; Uncomfortable | <b>Lesson plan:</b> RSE Solution YR R, Lesson 1  | Childline  |

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| KS1 | YR R | Health Education                             | Healthy Eating                                     | The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).                    | Pupils know that different food and drink contains varying amounts of sugar, explaining why it is important to make healthier choices.   | I know that some food and drink is healthy for my body. I can compare quantities of sugar. I can identify healthy choices.  | What is your favourite food? Are you sometimes asked to eat something that isn't your favourite food? Why is it important to eat foods that are healthy for the body?  | Sugar; obesity; tooth decay        | <b>Lesson plan, Films:</b> Change for Life. Be sugar smart, KS1 toolkit. <i>A Public Health England teaching toolkit to help pupils find out what's in their food, compare products and make healthier choices.</i> ( <a href="https://www.nhs.uk/change4life/about-change4life">https://www.nhs.uk/change4life/about-change4life</a> )  | Childline<br>Doctor/ nurse<br>Dentist |
| KS1 | YR R | Health Education                             | Health and prevention                              | About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of handwashing.  | Pupils know the importance of basic personal hygiene and understand how hand washing helps to prevent the spread of germs, bacteria and viruses.                               | I can identify ways to keep clean. I know when it is important to wash my hands. I know how to wash my hands.   | What things do you use to help keep your body clean? When is it important to wash your hands?  | Hygiene; Germs; Bacteria; Viruses  | <b>Lesson plan:</b> RSE Solution YR R, Lesson 2  | Childline                             |
| KS1 | YR R | Health Education                             | Basic first aid                                    | Concepts of basic first-aid, for example dealing with common injuries, including head injuries.  | Pupils can explain what first aid is and why it is important.  | I know that first aid can help me with everyday accidents.  | Have you ever been hurt? What happened? Can first aid only be given by adults?   | First aid; Accident; Hurt; Illness | <b>Films, Activities, Worksheets:</b> British Red Cross. What is first aid? <i>A PSHE Association recommended resource.</i> <a href="http://www.lifeliveit.redcross.org.uk/What-is-first-aid">www.lifeliveit.redcross.org.uk/What-is-first-aid</a>   | Childline                             |
| KS1 | YR 1 | Relationships Education                      | Families and people who care for me                | That families are important for children growing up because they can give love, security and stability.  | Pupils can identify the special people in their lives, what makes them special and how special people care for one another.  | I can identify the people that are special to me. I understand what makes people special to each other. I know how special people look after each other and show they care.   | Who are our special people? What makes them special to us? How do people look after each other? How can we help the people who look after us?  | Special; Love; Care                | <b>Lesson plan:</b> RSE Solution YRR. Lesson 6   | Childline                             |
| KS1 | YR 1 | Relationships Education                      | Caring friendships                                 | That most friendships have ups and downs, that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.                                | Pupils understand the importance of listening to other people and playing and working cooperatively, including simple strategies to resolve disagreements through negotiation. | I can actively listen to other people. I have considered ways to communicate effectively. I have identified ways I can resolve disagreement through negotiation.  | What things are helpful when you are trying to listen to your friends? What things are helpful when you are trying to tell a friend something? How easy is it to communicate constructively when we have strong feelings and different views to our friends? | Communication; Friendship          | <b>Lesson plan:</b> RSE Solution YR1, Lesson 3   | Childline                             |
| KS1 | YR 1 | Relationships Education                      | Respectful relationships                           | The importance of respecting others even when they are very different from them (for example physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. | Pupils can identify and respect differences and similarities between people and can celebrate this.  | I know I am the same as other people. I know I am different to other people. I can celebrate the similarities and differences that people have.   | What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity? How does it feel to be uniquely different?   | Differences; Similarities; Unique  | <b>Lesson plan:</b> RSE Solution YR 1, Lesson 4  | Childline                             |
| KS1 | YR 1 | Relationships Education/<br>Health Education | Online relationships/<br>Internet safety and harms | The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.   | Pupils understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.          | I can explain what might happen if we share a picture. I can identify the effect of people's actions online and consider ways of keeping myself and others safe. I recognise that I can be an 'upstander' by choosing not to join in. | What sorts of photos do you see online? What does it mean to 'share' a photo? Is it ever a good idea to share a photo online? What might happen if we share a photo?   | Online; Worried; Scared            | <b>Lesson plan:</b> Think You Know Jessie and Friends (Episode 2. Sharing pictures). <i>A PSHE Association quality assured resource teaching the skills and confidence to stay safe from sexual abuse and other risks they may encounter online.</i> ( <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends/">https://www.thinkuknow.co.uk/parents/jessie-and-friends/</a> ) | Childline<br>CEOP                     |

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| KS1  | YR 1 | Relationships Education | Being safe                          | How to ask for help for themselves or others and to keep trying until they are heard and safe.  | Pupils can identify the people who look after them and how to attract their attention if needed.  | I know the people that can help to look after me. I have identified people I can ask for help if I need. I feel confident to ask for help.  | What is a problem? How does it make you feel? Who can you ask for help? How does asking for help make you feel? Why do we usually feel better once we have got some help?                                     | Problem; Help; Safe                     | <b>Lesson plan:</b> RSE Solution YR1, Lesson 6  | Childline |
| KS1  | YR 1 | My body                 |                                     |   | Pupils can correctly name the main parts of the body, including external genitalia using scientific terms   | I can correctly name the main parts of the body. I know the scientific words to describe the private part of the body that boys have. I know the scientific words to describe the private part of the body that girls have. | Do you know if there are any differences between the body of a boy and the body of a girl?  | Penis; Vulva                            | <b>Lesson plan:</b> RSE Solution YR 1, Lesson 2   | Childline |
| YR 1 | YR 1 | Health Education        | Mental wellbeing                    | That there is a normal range of emotions that all humans experience in relation to different experiences and situations.  | Pupils are able to communicate about feelings, recognising how others show feelings, and know how to respond to support respectful relationships. | I can describe my feelings. I understand that people can react differently to their feelings. I know that all feelings are OK but some behaviours are not OK.   | What is a feeling? What is a behaviour? Are all feelings comfortable or are some uncomfortable? Are all behaviours OK or are some behaviours not OK? Why do some people behave differently to their feelings? | Behaviours; Emotions; Feelings; Respect | <b>Lesson plan:</b> RSE Solution (YR1, Lesson 1)  | Childline |
| KS1  | YR 1 | Health Education        | Physical health and fitness         | The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.                           | Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active.                    | I know it is important to be physically active. I have identified a type of physical activity that I enjoy.   | What is physical activity? What physical activities do you enjoy? How does your body feel when you are doing a physical activity? How do you feel after you have been physically active?                      | Physical activity; Exercise             | <b>Activity:</b> Public Health England, Change for Life. Which new sports should I try? Disney themed quiz.<br><b>Activity:</b> 10 minute shake up ( <a href="https://www.nhs.uk/change4life/about-change4life">https://www.nhs.uk/change4life/about-change4life</a><br><a href="https://www.nhs.uk/change4life/activities">https://www.nhs.uk/change4life/activities</a> ) | Childline |
| KS1  | YR 1 | Health Education        | Health and prevention               | About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  | Pupils can identify different ways to protect teeth, maintaining good oral hygiene.   | I understand how sugar can affect teeth. I can name ways to keep teeth healthy.   | Why is it important to brush teeth? How many times and for how long should we brush our teeth each day? Are there other things we can do to look after our teeth?   | Oral; Hygiene; Decay                    | <b>Lesson plan:</b> Public Health England, Change for Life. Keeping our teeth healthy. ( <a href="https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans">https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans</a> )  | Childline |
| KS1  | YR 1 | Health Education        | Basic first aid                     | How to make a clear and efficient call to emergency services if necessary.  | Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation.   | I can identify dangers by looking and listening. I can decide if an area is safe. I can help someone without risk to myself.  | Why is it important to look after yourself even if someone else is hurt?  | Risk; Safe; Emergency services          | <b>Films, Activities, Worksheets:</b> British Red Cross. Stay safe. A PSHE Association recommended resource. <a href="https://lifeliveit.redcross.org.uk/Stay-safe">https://lifeliveit.redcross.org.uk/Stay-safe</a>  | Childline |
| KS1  | YR 2 | Relationships Education | Families and people who care for me | That others' families, either in school or in the wider world, sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care. | Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.          | I know that I am uniquely special. I know that there are lots of different types of families I understand that there are many different types of positive love.   | What is the best thing about being a part of your family? In what ways are our families different and special?  | Different; Special; Unique; Love; Care  | <b>Lesson plan:</b> RSE Solution YR2, Lesson 4  | Childline |

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| KS1 | YR 2 | Relationships Education                   | Caring friendships                              | How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. | I know what a secret is. I know what a surprise is. I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid.  | Are surprises usually nice or fun? How does it feel if someone plans a surprise for you? Are secrets nice or fun? How does it feel if someone asks you to keep a secret?                                 | Secret; Surprised; Excited; Worried                        | <b>Lesson plan:</b> RSE Solution YR 2, Lesson 6.   | Childline           |
| KS1 | YR 2 | Relationships Education                   | Respectful relationships                        | The importance of self-respect and how this links to their own happiness.   | Pupils can recognise and celebrate their strengths and achievements, setting simple but challenging goals.   | I have considered my self-esteem. I can recognise and celebrate my strengths. I have set a goal for myself.   | Can you describe a time you have felt proud of yourself? Is that feeling stronger when you have worked harder for it?  | Self-esteem; Self-respect                                  | <b>Lesson plan:</b> RSE Solution YR2, Lesson 1<br><b>Film:</b> What I am is special. <i>Will I Am and Sesame Street song about being special</i> . ( <a href="https://www.bing.com/videos/search?q=will.i.am+sings+sesame+street+what+i+am&amp;qpv=t=will.i.am+sings+sesame+street+what+i+am&amp;FORM=VDRE">https://www.bing.com/videos/search?q=will.i.am+sings+sesame+street+what+i+am&amp;qpv=t=will.i.am+sings+sesame+street+what+i+am&amp;FORM=VDRE</a> ) | Childline           |
| KS1 | YR 2 | Relationships Education/ Health Education | Online relationships/ Internet safety and harms | That sometimes people behave differently online, including by pretending to be someone they are not. Why social media, some computer games and online gaming, for example, are age restricted.  | Pupils understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.    | I can identify what personal information is and the importance of not sharing this. I can recognise different feelings I might encounter online and how my body might tell me something 'doesn't feel right'. | What online games do you know about? Can you meet other people on the games? Do you always know who they are and if they are nice people or not?   | Online games; Personal information                         | <b>Lesson plan:</b> Think you know, Jessie and Friends. (Episode 3, Playing games, Section 1 and 2) <i>A PSHE Association quality assured resource teaching the skills and confidence to stay safe from sexual abuse and other risks they may encounter online.</i> ( <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends/">https://www.thinkuknow.co.uk/parents/jessie-and-friends/</a> )  | Childline<br>CEOP   |
| KS1 | YR 2 | Relationships Education                   | Being safe                                      | That each person's body belongs to them. The differences between appropriate and inappropriate or unsafe physical and other contact.  | Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.   | I know that there are different types of touch. I understand that people need different types of space. I understand that some touches are unsafe and know how to respond to these.                           | What different types of touch can you think of? Are all types of touch OK? How do you know if someone is OK with how you touch them? How can you tell someone if you are not OK with how they touch you? | Touch; comfortable; uncomfortable; privacy; personal space | <b>Lesson plan:</b> RSE Solution. YR 2, Lesson 5   | Childline<br>Police |
| KS1 | YR2  | My body                                   |   |   | Pupils can recognise how they grow and will change as they become older.   | I know how a baby grows. I know how I have grown and changed. I know how I might change as I grow older.  | What things can a new-born baby do? What things can you do now that you could not do when you were born? What things are you looking forward to being able to do when you are older?                     | New-born; Developing; Growing                              | <b>Lesson plan:</b> RSE Solution. YR 2, Lesson 2.  | Childline<br>Police |

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| KS1 | YR 2 | Health Education        | Health and prevention               | About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of handwashing. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. | Pupils understand that some bacteria are spread and that they have the right to be protected from illness and a responsibility to protect others.    | I know some ways that bacteria are spread. I know some ways I can protect myself and others from illness.   | Have you ever been unwell after being near someone who was also unwell? How long were you unwell for? Did you miss out on anything nice because you were unwell? How did you feel about this?               | Disease; Bacteria; Infectious                   | <b>Lesson plan:</b> RSE Solution YR 1, Lesson 5   | ChildLine<br>Doctor/nurse |
| KS1 | YR 2 | Health Education        | Mental wellbeing                    | That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.   | Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable.                                   | I know what bullying is. I have considered how bullying can make someone feel. I know what to do if I am bullied or see someone else being bullied.   | How might someone feel if someone is unkind to them? How might someone feel if someone is, or lots of people are, unkind to them lots of times? What is bullying? What types of bullying are there?         | Bullying; Power imbalance; Repetitive; Purpose. | <b>Lesson plan:</b> RSE Solution YR 2, Lesson 3   | Childline<br>CEOP         |
| KS1 | YR 2 | Health Education        | Healthy eating                      | What constitutes a healthy diet (including understanding calories and other nutritional content).  | Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices. | I know that some food and drink is healthy for my body. I can use data to work out healthy choices. I can explain why it is important to make healthy choices.  | What is your favourite food? Are you sometimes asked to eat something that isn't your favourite food? Why is it important to eat foods that are healthy for the body?                                       | Sugar; Saturated fat                            | <b>Lesson plan, Films:</b> Change for Life. Be food smart, KS1 toolkit. <i>A Public Health England teaching toolkit to help pupils find out what's in their food, compare products and make healthier choices.</i> ( <a href="https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-ks1-toolkit">https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-ks1-toolkit</a> )                    | Childline                 |
| KS1 | YR 2 | Health Education        | Basic first aid                     | How to make a clear and efficient call to emergency services if necessary.   | Pupils can identify an emergency situation where someone needs help quickly.   | I can recognise when to get adult help. I know how to call 999 and what to say to the operator.   | What is an 'emergency situation'? Why is it important to get adult help? Why does it help to stay as calm as possible in an emergency?  | Risk; Safe; Emergency services                  | <b>Films, Activities, Worksheets:</b> British Red Cross. Emergency Action. A PSHE Association recommended resource. <a href="https://lifeliveit.redcross.org.uk/Emergency-action">https://lifeliveit.redcross.org.uk/Emergency-action</a>   | Childline<br>999          |
| KS2 | YR 3 | Relationships Education | Families and people who care for me | The characteristics of healthy family life, commitment to each other including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.     | Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.                                     | I can recognise the different types of family relationships people enjoy. I can identify the different types of family relationships I am in. I have considered the ways people show they care for each other within a respectful relationship. | What relationship behaviour is most important to you? Does this help you to enjoy a respectful relationship? How important is it that everyone involved in a relationship is respectful towards each other? | Family; Relationship; Respect                   | <b>Lesson plan:</b> RSE Solution YR 3, Lesson 3   | Childline                 |
| KS2 | YR 3 | Relationships Education | Caring friendships                  | That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  | Pupils can distinguish different kinds of conflict; know when and where to get help.   | I can talk about my opinions and explain my views. I can resolve differences by looking at alternatives.  | What kinds of things cause arguments between friends? Are disagreements always bad? Is it ever useful to be angry?  | Arguments; Disagreements; Conflict; Resolution  | <b>Lesson plan:</b> Womens Aid, Expect Respect. YR3, Resolving conflict and where to get help. <i>A PSHE Association quality assured resource based on themes found to be effective in tackling domestic abuse.</i> ( <a href="https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/">https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</a> ) | Childline                 |

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| KS2 | YR 3 | Relationships Education                      | Respectful relationships                           | What a stereotype is and how stereotypes can be unfair, negative or destructive.  | Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or a girl.  | I recognise that there are ways in which some people believe that boys and girls should behave.<br>I recognise that everyone has similarities and differences, irrespective of gender.<br>I know that I can follow any aspiration I have for myself. | Does being born with the body of a boy or a girl make any difference to your feelings, likes and dislikes?<br>Should someone change the things they want to do to avoid other people being unkind to them, if this makes them unhappy? | Gender; Stereotype  | <b>Lesson plan:</b> RSE Solution. YR 3, Lesson 4.   | Childline                  |
| KS2 | YR 3 | Relationships Education/<br>Health Education | Online relationships/<br>internet safety and harms | How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.   | Pupils can identify the difference between secrets and surprises, knowing when it is right to break a confidence and share a secret, including within an online context. | I can identify the difference between secrets and surprises.<br>I know that it is OK to keep a surprise and important to share some secrets.<br>I have considered ways to appropriately share secrets I am asked to keep, including when online.     | How does it feel to be excited by a surprise?<br>What types of things might someone ask you to keep a secret online?<br>Who would be a trusted adult if you need to share a secret?  | Secret; Surprise; Online; Trust; Share                      | <b>Lesson plan:</b> RSE Solution. YR 3, Lesson 6.   | Childline<br>CEOP          |
| KS2 | YR 3 | Relationships Education                      | Being safe   | How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br>How to recognise and report feelings of being unsafe or feeling bad about any adult. | Pupils understand the right to protect themselves from unwanted touch, feeling unsafe or feeling bad.  | I know that it is my right to decide who can touch my body.<br>I have thought about the reasons why someone may need to touch my body.<br>I know how to respond if someone makes me feel uncomfortable, unsafe or bad.                               | Does your comfort around touch depend on:<br>Who is touching you?<br>Where someone is touching you?<br>How someone is touching you?  | Comfortable; Uncomfortable; Penis; Testicles; Vulva; Vagina | <b>Lesson plan:</b> RSE Solution. YR 3, Lesson 5.   | Childline                  |
| KS2 | YR3  | My Body                                      |  |   | Pupils know how their body may change and develop and how to celebrate their uniqueness.   | I understand how my body might change as I grow and develop.   |  | Similar; Unique.  | <b>Lesson plan:</b> RSE Solution. YR 3, Lesson 2 (Activity 1 and 2)   | Childline<br>Doctor/ nurse |
| KS2 | YR 3 | Health Education                             | Mental wellbeing                                   | That mental wellbeing is a normal part of daily life in the same way as physical health   | Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to self-esteem and happiness.                          | I understand what is meant by self-esteem and how this helps me to be happy.<br>I can recognise some of my strengths.<br>I have set an aspirational goal for myself.   | How does positive self-talk influence feelings, behaviour and happiness?<br>How could you use positive self-talk if you experience low self-esteem to raise this, increasing happiness?  | Aspiration; Compliment; Happiness; Self-esteem; Self-talk   | <b>Lesson plan:</b> RSE Solution. YR 3. Lesson 1  | Childline                  |
| KS2 | YR 3 | Health Education                             | Physical Health and fitness                        | The characteristics and mental and physical benefits of an active lifestyle.  | Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active.   | I know it is important to be physically active.<br>I have identified a type of physical activity that I enjoy.   | What is physical activity?<br>What physical activities do you enjoy?<br>How does your body feel when you are doing a physical activity?<br>How do you feel after you have been physically active?                                      | Physical activity; Exercise                                 | <b>Activity:</b> Public Health England, Change for Life. Which new sports should I try? Disney themed quiz.<br><b>Activity:</b> 10 minute shake up<br><a href="https://www.nhs.uk/change4life/activities">https://www.nhs.uk/change4life/activities</a> | Childline<br>Doctor/ nurse |

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| KS2 | YR 3 | Health Education        | Drugs, alcohol and tobacco          | The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.  | Pupils understand that perceptions around risk taking behaviours, including drugs and alcohol can add pressure to do something that they are uncomfortable to do.                      | I know that some people pretend to do things that are illegal. I know that taking illegal drugs is against the law. I can resist pressure to do something that makes me feel uncomfortable.                | What is a 'drug'? Are all drugs legal/illegal? Why might someone pretend to do something, like drink alcohol, when they haven't?  | Drugs; Smoking; Alcohol; Illegal; Peer pressure | <b>Lesson plan:</b> Mentor. Session 2  | <a href="http://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/">www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/</a>             |
| KS2 | YR 3 | Health Education        | Health and prevention               | About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.   | Pupils understand the danger of overexposure to the sun.   | I know that overexposure to the sun can be unhealthy. I can suggest ways to be safe in the sun.  | Do you enjoy the sunshine? What types of activities can you do when it is sunny? How can you protect your skin from sun damage?   | Sunshine; UV; Protection                        | <b>Activity pack:</b> Sun Safe Summer Activity Pack. ( <a href="https://www.skcin.org/downloads/SunSafeSummerActivityPack.pdf">https://www.skcin.org/downloads/SunSafeSummerActivityPack.pdf</a> )   | Childline Doctor/ nurse  |
| KS2 | YR 3 | Health Education        | Basic first aid                     | Concepts of basic first-aid, for example dealing with common injuries, including head injuries.   | Pupils can explain what first aid is and why it is important.  | I know that first aid can help me with everyday accidents.   | What is an injury? Can first aid only be given by adults?   | First aid; Accident; Hurt; Illness              | <b>Films, Activities, Worksheets:</b> British Red Cross. What is first aid? A <i>PSHE Association recommended resource</i> . <a href="https://lifeliveit.redcross.org.uk/What-is-first-aid">https://lifeliveit.redcross.org.uk/What-is-first-aid</a> | Childline 999  |
| KS2 | YR 4 | Relationships Education | Families and people who care for me | That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.   | Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves. | I understand what marriage is and why this is something special between two people. I have explored the reasons why some people choose not to get married. I know that marriage should always be a choice. | Is being in love more important than being married? How would you feel if someone else picked a person for you to spend the rest of your life with? What does it mean to share a lifelong commitment? | Marriage; Forced Marriage; Arranged Marriage    | <b>Lesson plan:</b> RSE Solution YR4, Lesson 5   | <a href="http://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/">www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/</a> |
| KS2 | YR 4 | Relationships Education | Caring friendships                  | How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.  | I can recognise situations that I will need help to manage, including peer pressure. I know who I can ask for help. I have practiced asking for help.  | Are there times that people put us under pressure to do things we would prefer not do? Are there times we put pressure on people to do things they would prefer not to do?                            | Peer pressure                                   | <b>Lesson plan:</b> RSE Solution YR4, Lesson 6   | Childline  |
| KS2 | YR 4 | Relationships Education | Respectful relationships            | That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority.  | Pupils recognise differences and similarities between people arise from a number of factors, including family and personal identity.   | I know everyone is both similar and different to other people. I have considered how my family is unique to me. I can celebrate my uniqueness, knowing it should be respected.                             | How does it feel knowing we are connected through some shared similarities? Why is it important to respect people's differences?  | Similar; Different; Identity; Respect           | <b>Lesson plan:</b> RSE Solution YR4, Lesson 4   | Childline  |

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| KS2 | YR 4 | Relationships Education/<br>Health Education | Online relationships/<br>Internet safety and harms | The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>That for most people the internet is an integral part of life and has many benefits.<br>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on health. | Pupils have the knowledge, skills and confidence to understand and navigate online risks linked to social media.                  | I understand that there are risks when being online. I can recognise some risks when being online, and know some ways to respond.   | What is a 'privacy setting'?<br>How do you know if something does not feel right?  | Online; Public; Block                | <b>Lesson plan:</b> Think You Know. Level 2, Session 1. A PSHE Association quality assured resource teaching the skills and confidence to stay safe from sexual abuse and other risks they may encounter online. ( <a href="https://www.thinkuknow.co.uk/parents/playli">https://www.thinkuknow.co.uk/parents/playli</a> keshare/) | Childline<br>CEOP |
| KS2 | YR 4 | Relationships Education                      | Being safe   | About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.  | Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, including ways to respond. | I recognise that some things are acceptable to do in public and some things should be private. I have thought about different types of touch within a range of relationships and how to respond. I have thought about different types of behaviours within a range of relationships and how to respond. | If a bedroom is considered a 'private' place, does it become more public if the door is open? How about if you have a webcam on?   | Public; Private; Uncomfortable       | <b>Lesson plan:</b> RSE Solution. YR 4, Lesson 3   | Childline         |
| KS2 | YR 4 | Health Education                             | Changing adolescent body                           | Key facts about puberty and the changing adolescent body from age 9 through to age 11, including physical and emotional changes.   | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.     | I know how a baby develops. I know how I have changed and developed, including how my body has changed so far, and how it might change in the future.   | What can you do now that you could not do a small baby?<br>How might your body change as you grow and develop? How might your emotions and feelings change as you grow and develop?          | Developing; Growing; Foetus; Puberty | <b>Lesson plan:</b> RSE Solution. YR 4, Lesson 2   | Childline         |
| KS2 | YR 4 | Health Education                             | Mental wellbeing                                   | That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience on relation to different experiences and situations.<br>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   | Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.                       | I can recognise a wide range of emotions, identifying factors that can affect emotions. I have considered strategies to help manage my emotions. I have thought about ways to recognise and respond to other peoples emotions.  | What are the different ways that you react to different emotions?<br>Are any of the responses physical?<br>Why is it important to 'step in someone else's shoes' and show empathy sometimes? | Emotions; Empathy                    | <b>Lesson plan:</b> RSE Solution. YR 4, Lesson 1   | Childline         |



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| KS2 | YR 4 | Health Education        | Healthy Eating                      | What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.  | Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices.              | I know that some food and drink is healthy for my body.<br>I can use data to work out healthy choices.<br>I can explain why it is important to make healthy choices.  | What is your favourite food?<br>Are you sometimes asked to eat something that isn't your favourite food?<br>Why is it important to eat foods that are healthy for the body?  | Sugar; Saturated fat                            | <b>Lesson plan, Films:</b> Change for Life. Be food smart, KS2 toolkit. <i>A Public Health England teaching toolkit to help pupils find out what's in their food, compare products and make healthier choices.</i> ( <a href="https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-ks2-toolkit">https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-ks2-toolkit</a> )   | Childline   |
| KS2 | YR 4 | Health Education        | Drugs, alcohol and tobacco          | The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.  | Pupils understand that perceptions around risk taking behaviours, including drugs and alcohol can add pressure to do something that they are uncomfortable to do. | I know that some people pretend to do things that are illegal.<br>I know that taking illegal drugs is against the law.<br>I can resist pressure to do something that makes me feel uncomfortable.                                 | What is a 'drug'?<br>Are all drugs legal/illegal?<br>Why might someone pretend to do something, like drink alcohol, when they haven't?   | Drugs; Smoking; Alcohol; Illegal; Peer pressure | <b>Lesson plan:</b> Mentor. Session 3 ( <a href="http://mentor-adepis.org/">http://mentor-adepis.org/</a> )  | <a href="http://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/">www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/</a>  |
| KS2 | YR 4 | Health Education        | Health and prevention               |   | Pupils know how to care for their body.   | I know how to keep my body clean and hygienic.  | Why is it important to keep the body clean? How can people keep the body clean and healthy?  | Clean; Healthy; Hygienic                        | <b>Lesson plan:</b> RSE Solution. YR 3, Lesson 2 (Activity 3)  | Childline   |
| KS2 | YR 4 | Health Education        | Basic first aid                     | How to make a clear and efficient call to emergency services if necessary.  | Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation.   | I can identify dangers by looking and listening.<br>I can decide if an area is safe.<br>I can help someone without risk to myself.  | Why is it important to look after yourself, even if someone else is hurt?  | Risk; Safe; Emergency services                  | <b>Films, Activities, Worksheets:</b> British Red Cross. Stay safe. A PSHE Association recommended resource. <a href="http://www.lifeliveit.redcross.org.uk/Stay-safe">www.lifeliveit.redcross.org.uk/Stay-safe</a>  | Childline   |
| KS2 | YR 5 | Relationships Education | Families and people who care for me | That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  | Pupils know that there are different contexts in which families can be stable and caring.   | I can identify different ways families express care for each other.<br>I recognise some children and young people may be young carers at some points in their lives.<br>I understand that care is at the heart of a happy family. | What ways do your family express care for each other? How does it feel when someone shows you that they care for you?<br>How does it feel when you show someone that you care for them?<br>How can expressions of care support stable, happy families? | Caring; Young carers                            | <b>Lesson plan:</b> Dundee Carers Centre, Schools resource pack. ( <a href="http://dundeecarerscentre.org.uk/">http://dundeecarerscentre.org.uk/</a> )<br><b>Film:</b> Daniel - A day in the life of a young carer. Film: CBBC My Life Series 7, Episode 11. Looking After Mum. <i>A musical documentary featuring three children who are young carers. They tell their stories of having to care for their disabled mothers, through their own songs and poems.</i> | <a href="http://www.childline.org.uk/info-advice/home-families/family-relationships/young-carers/">www.childline.org.uk/info-advice/home-families/family-relationships/young-carers/</a><br><a href="https://youngminds.org.uk/find-help/looking-after-yourself/young-carers/">https://youngminds.org.uk/find-help/looking-after-yourself/young-carers/</a> |
| KS2 | YR 5 | Relationships Education | Caring friendships                  | The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. | Pupils can identify healthy friendships, recognising the skills to manage and maintain healthy friendships.   | I can identify the relationships that I am in.<br>I can identify healthy and unhealthy friendships, including how these make me feel.<br>I recognise the skills to respond to an unhealthy relationship.                          | What different types of relationships can people be in?<br>Can some 'friendships' feel unhealthy or unsafe?<br>What can people do to manage an unhealthy or unsafe friendship?   | Friendship; Relationship; Unhealthy; Unsafe     | <b>Lesson plan:</b> RSE Solution. YR 5, Lesson 4   | Childline   |

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| KS2 | YR 5 | Relationships Education                   | Respectful relationships                        | What a stereotype is and how stereotypes can be unfair, negative or destructive. The conventions of courtesy and manners.   | Pupils know the correct terms associated with gender and sexuality and that using these words to be unkind is homophobic, biphobic and/or transphobic bullying. They understand that this is unacceptable. | I know the words to describe some types of identity. I know that using these words to be unkind is bullying and that this is unacceptable. I have considered ways to respond to these types of bullying.   | Have you ever heard someone use words like 'gay' to be unkind about someone or something? Have you know what to do?  | Gender; Sex; Intersex; Transgender; Gay; Lesbian                      | <b>Lesson plan:</b> RSE Solution YR 5, Lesson 3.  | Childline  |
| KS2 | YR 5 | Relationships Education/ Health Education | Online relationships/ Internet safety and harms | That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. The importance of keeping personal information private. How information and data is shared and used online. | Pupils have strategies for keeping safe online, knowing that personal information, including images of themselves and others, can be shared without their permission.                                      | I can identify the types of personal information that is shared online. I understand how quickly personal information and photographs can be shared online. I know I have a responsibility not to share my own or other people's photographs online. | If you are online, how do you know who you are sharing your personal information with? How would you know if that person shares your person information with someone else?   | Personal information; Online sharing                                  | <b>Lesson plan:</b> RSE Solution. YR 5, Lesson 5. | Childline<br>CEOP  |
| KS2 | YR 5 | Relationships Education                   | Being safe                                      | How to report concerns or abuse and the vocabulary needed to do so.   | Pupils have considered how to manage accidental exposure to explicit images and upsetting online content, including who to talk to about what they have seen.  | I know that the internet has content I may find upsetting. I understand people can be upset by different things. I feel confident to talk to a trusted adult about things I see online that upset me.  | Who could you ask to help you if you see something online that upsets you.   | Online; Upset   | <b>Lesson plan:</b> RSE Solution. YR 5, Lesson 6. | Childline  |
| KS2 | YR 5 | Health Education                          | Changing adolescent body                        | Key facts about puberty and the changing adolescent body from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.   | Pupils can anticipate how their body may change as they approach and move through puberty.   | I know how the body can be affected by puberty. I have considered how these body changes might make people feel about themselves.  | How might puberty cause a male body to change? How might puberty cause a female body to change? What do you think might be the hardest change of puberty to cope with? What do you think is good about how puberty changes the body? | Puberty; Penis; Testicles; Erection; Wet dream; Vulva; Vagina; Period | <b>Lesson plan:</b> RSE Solution. YR 5, Lesson 2. | <a href="http://www.becomingateen.co.uk/home">www.becomingateen.co.uk/home</a><br><a href="http://www.childline.org.uk/info-advice/you-your-body/puberty/">www.childline.org.uk/info-advice/you-your-body/puberty/</a> |
| KS2 | YR 5 | Health Education                          | Mental wellbeing                                | That mental wellbeing is a normal part of daily life in the same way as physical health   | Pupils can anticipate how their emotions may change as they approach and move through puberty  | I understand how puberty may affect my emotions. I have considered how my changing emotions may affect me. I know how to respond to overwhelming emotions.   | What emotions do you think someone of your age and stage might experience? Are emotions always the same or can they change, sometimes quite quickly? What things can cause emotions to change?                                       | Emotions; Puberty   | <b>Lesson plan:</b> RSE Solution. YR 5, Lesson 1. | Childline  |

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| KS2 | YR 5 | Health Education        | Physical health and fitness         | The characteristics and mental and physical benefits of an active lifestyle. The risks associated with an inactive lifestyle. How and when to seek support including which adults to speak to in school if they are worried about their health. | Pupils understand how taking part in regular physical activity has lots of benefits to physical and mental health, wellbeing and their learning. |   |  |  |  | <b>Fact sheet:</b> Daily Mile. <a href="http://www.thedailymile.co.uk/">www.thedailymile.co.uk/</a>   | Childline<br>Doctor/ nurse |
| KS2 | YR 5 | Health Education        | Drugs, alcohol and tobacco          | The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.  | Pupils know some key facts and risks associated with smoking, alcohol and drugs.   | I understand the definition of a drug.<br>I have discussed attitudes towards alcohol, including how it is portrayed in society and the media.   | Why is it important to think about your own opinions towards drugs and alcohol?<br>Is it always easy to do what you think is the right thing to do?<br>How can you resist pressure to do something that makes you feel uncomfortable or scared?                                    | Drug; Alcohol; Attitudes   | <b>Lesson plan:</b> Mentor. Lesson 4 ( <a href="http://mentor-adepis.org/">http://mentor-adepis.org/</a> )<br><b>Film:</b> BBC Bitesize. The effects of alcohol on young people. <a href="http://www.bbc.co.uk/bitesize/clips/z42w2hv">www.bbc.co.uk/bitesize/clips/z42w2hv</a>  | <a href="http://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/">www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/</a>  |                            |
| KS2 | YR 5 | Health Education        | Health and prevention               | The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  | To learn about the importance of good sleep  | I can explain why sleep is important for a healthy lifestyle. I can describe bedtime routines that help improve sleep. I can identify how sleep patterns and needs might change during puberty. | Do you enjoy sleeping?<br>How do you feel when you have a good night's sleep? How do you feel when you get less sleep?   | Sleep; Sleep terrors; Sleep walking                                | <b>Lesson plan:</b> Sleep Factor. A PSHE Association produced resource that focuses on changes in sleep patterns during puberty. ( <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a> )   | Childline   |                            |
| KS2 | YR 5 | Health Education        | Basic first aid                     | How to make a clear and efficient call to emergency services if necessary.  | Pupils can identify an emergency situation where someone needs help quickly.   | I can recognise when to get adult help.<br>I know how to call 999 and what to say to the operator.  | What is an 'emergency situation'?<br>Why is it important to get adult help?<br>Why does it help to stay as calm as possible in an emergency?   | Risk; Safe; Emergency services                                     | <b>Films, Activities, Worksheets:</b> British Red Cross. Emergency Action. A PSHE Association recommended resource. <a href="https://lifeliveit.redcross.org.uk/Emergency-action">https://lifeliveit.redcross.org.uk/Emergency-action</a>  | Childline<br>999  |                            |
| KS2 | YR 6 | Relationships Education | Families and people who care for me | How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.   | Pupils safely explore examples of unhappy and unsafe family relationships, including identification of healthy responses to safely seeking help. | I understand that not everyone enjoys safe and happy family relationships. I know that running away from a family is risky. I can list safe people and safe places if I need help or advice.    | What things can happen within a family that someone might find upsetting or difficult to cope with?<br>Why might someone feel they need to leave their family?<br>What is the safest way for someone to get help if they feel unhappy or unsafe within their family relationships? | Running away; Risk; Safety; Secrets; Grooming                      | <b>Lesson Plan:</b> Railway children. A free PSHE Association quality assured resource that explores why some young people may feel unsafe in their families, the risks associated with running away and safer alternatives. ( <a href="https://www.railwaychildren.org.uk/get-involved/communities/schools-and-youth-groups/resource-downloads/">https://www.railwaychildren.org.uk/get-involved/communities/schools-and-youth-groups/resource-downloads/</a> ) | <a href="http://www.runawayhelpline.org.uk/">www.runawayhelpline.org.uk/</a><br><a href="https://www.childline.org.uk/info-advice/home-families/family-relationships/family-relationships/">https://www.childline.org.uk/info-advice/home-families/family-relationships/family-relationships/</a> |                            |
| KS2 | YR 6 | Relationships Education | Caring friendships                  | The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.                                | Pupils know some cultural practices are against British law, including FGM.  | I know that FGM is against the law.<br>I know FGM is a form of abuse.<br>I know how to support a friend who I am worried might be at risk of FGM.   | What would it be like if someone took away the things that gave you pleasure?  | Pleasure; Female Genital Mutilation; Vulva; Clitoris; Circumcision | <b>Lesson plan:</b> RSE Solution. YR 6, Lesson 4.  | Childline   |                            |

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| KS2 | YR 6 | Relationships Education                   | Respectful relationships                        | About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Practical steps they can take in a range of different contexts to improve or support respectful relationships. | Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.  | I know the correct terms to describe gender and sexuality. I know that treating someone unkindly because of their gender and/or sexuality is a type of bullying. I have considered respectful ways to communicate about gender and sexuality.         | Can you think of any examples of heteronormativity (where we assume people are attracted to people of the opposite gender to themselves)? What impact does heteronormativity have? | Heteronormativity; Homophobic; Biphobic; Transphobic. | <b>Lesson plan:</b> RSE Solution. YR 6, Lesson 3.  | Childline         |
| KS2 | YR 6 | Relationships Education/ Health Education | Online relationships/ Internet safety and harms | How information and data is shared and used online.   | Pupils can consider a range of information that is acceptable and unacceptable to share online, knowing how to get help if needed.                      | I can give examples of content which may be inappropriate to share online. I can explain some of the possible consequences of sharing without consent.  | When is it okay to share a photo or video online? When is it not okay to do it? What is the difference between a friend and a follower?  | Permission; Follower                                  | <b>Lesson plan:</b> Think You Know. Level 2, Session 2. A PSHE Association quality assured resource teaching the skills and confidence to stay safe from sexual abuse and other risks they may encounter online. ( <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5">https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5</a> <a href="https://www.thinkuknow.co.uk/professionals/resources/play-like-share/">https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</a> ) | Childline<br>CEOP |
| KS2 | YR 6 | Relationships Education                   | Being safe                                      | Where to get advice e.g. family, school and/or other sources  | Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.                                       | I have considered a range of problems that may affect people of my age. I have identified different sources of help, advice and support for a range of problems. I feel confident to ask for help and to help other people to ask for help if needed. | What problems do you think children/ young people experience? How easy is it to ask for help for these types of problems? What are the challenges? What are the enablers?          | Problems; Support; Help; Trust                        | <b>Lesson plan:</b> RSE Solution. YR 6, Lesson 6.  | Childline         |
| KS2 | YR 6 | My body                                   | Sex and reproduction                            | How a baby is conceived and born  | Pupils can explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female sexual organs. | I can name the sexual organs of a man and a woman. I know how a man and a woman have sexual intercourse. I understand how sexual intercourse can lead to reproduction.  | How does puberty prepare the body for reproduction? Does sexual intercourse always lead to reproduction?   | Sexual intercourse; Conception; Reproduction          | <b>Lesson plan:</b> RSE Solution. YR 6, Lesson 2.  | Childline         |

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| KS2  | YR 6 | Health Education | Internet safety and harms  | How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targets. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. | I can recognise that images in the media, including online do not always reflect reality. I understand that unrealistic media messages can make people feel bad about themselves. I have considered ways to feel positive about myself and celebrate my body.  | What do you think young children learn about body shapes and sizes from playing with toys?<br>How does different media suggest people look?<br>Why is it important to feel positive about how you look? | Media; Body-image; Discerning consumer  | <b>Lesson plan:</b> RSE Solution. YR 6, Lesson 1.  | Childline<br>CEOP  |
| KS2  | YR 6 | Health education | Mental wellbeing           | It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available especially if accessed early enough.  | Pupils know how feelings and emotions are affected and can be managed at changing, challenging or difficult times                             | I can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected<br>I recognise conflicting emotions and when these might be experienced, explaining how feelings and emotions change over time<br>I can identify positive actions to support mental wellbeing during difficult times, including identifying my personal support network | Why can change feel challenging and difficult?<br>What can affect mental wellbeing?   | Feelings; Emotions; Moods, Thoughts; Mental health; Wellbeing, Challenge, Advice, Support | <b>Lesson plan:</b> PSHE Association. YR 5/6, Lesson 2. <i>A free PSHE Association quality assured resource that explores mental wellbeing and the links between mental and physical health.</i>   | Childline  |
| KS 2 | YR 6 | Health Education | Healthy eating             | What constitutes a healthy diet (including understanding calories and other nutritional content).<br>The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)  | Pupils can recognise the impact of diet in lifestyle.   | I can explain why too much salt is bad for you.<br>I can explain 5 a day and why fruit and vegetables are important to you.<br>I can select healthy alternatives to sugary foods.  | Why is it important to eat and stay hydrated?<br>Why do people sometimes add salt to food?<br>Why do people sometimes eat or drink things that are not considered to be nutritious for the body?        | Diet; Nutrition; Calories; Obesity; Hydration; Health; Wellbeing                          | <b>Lesson plan, Films:</b> Change for Life. Be food smart, Food detectives KS2. <i>A Public Health England teaching toolkit to help pupils find out what's in their food, compare products and make healthier choices.</i> ( <a href="https://campaignresources.phe.gov.uk/schools/resources/Food-Detectives-KS2-Toolkit">https://campaignresources.phe.gov.uk/schools/resources/Food-Detectives-KS2-Toolkit</a> ) | Childline<br>Doctor/ nurse   |
| KS 2 | YR 6 | Health Education | Drugs, alcohol and tobacco | The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.   | Pupils know some key facts and risks associated with smoking, alcohol and drugs.  | I understand the laws that relate to drinking alcohol, smoking and taking drugs. I have discussed attitudes towards alcohol, including how it is portrayed in society and the media.   | Why do you think there is a legal age limit for being allowed to drink alcohol?<br>What do you think should happen if someone breaks this law?  | Drug; Alcohol; Attitudes; Law   | <b>Lesson plan:</b> Mentor. Lesson 6 ( <a href="http://mentor-adepis.org/">http://mentor-adepis.org/</a> )<br><b>Film:</b> BBC Bitesize. Underage drinking. <a href="http://www.bbc.co.uk/bitesize/clips/z3d4d2p">www.bbc.co.uk/bitesize/clips/z3d4d2p</a>   | <a href="http://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/">www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs/</a> |

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| KS2 | YR6  | Health Education | Health and prevention | About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  | Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this. | I know that infections can be shared during sexual intercourse.<br>I am aware that infections can spread easily and to multiple people.<br>I know that a condom can help to reduce the spread of sexually transmitted infections. | How can we prevent a cold from being shared?<br>Do you know that in the same way viruses (like a cold) can be shared, infections can also be shared when people have sexual intercourse?   | Infection; Sexually transmitted infection; Condom | <b>Lesson plan: RSE Solution. YR 6, Lesson 5.</b>   | Childline<br>Doctor/ nurse |
| KS2 | YR 6 | Health Education | Basic first aid       | Concepts of basic first aid, for example dealing with common injuries, including head injuries. How to make a clear and efficient call to emergency services if necessary. | Pupils know when it is safe to give first aid, call for help and what to do in an emergency.                                 | I can identify an emergency situation and know to keep myself safe.<br>I can help to give basic first aid in safe situations.<br>I know how to get help in an emergency.  | Can you think of a situation that would be an 'emergency'?<br>Are there some things you can do to safely help someone in an emergency?<br>What do you need to consider to keep your self and your body safe if helping someone else in an emergency? | Emergency; Injury; Safe; First Aid                | <b>Lesson plan:</b> Red Cross. Life. Live it. Help save lives. <i>A free PSHE Association recommended resource that is simple for teachers to use and requires no specialist knowledge of first aid.</i><br>( <a href="https://www.redcross.org.uk/get-involved/teaching-resources/first-aid-and-the-bystander-effect-teaching-resources">https://www.redcross.org.uk/get-involved/teaching-resources/first-aid-and-the-bystander-effect-teaching-resources</a> ) | Childline<br>Doctor/ nurse |