

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Lesson 7</u>
Me and My Relationships	<u>Our ideal classroom (1)</u> LO - Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.	<u>How are you feeling today?</u> LO - Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.	<u>Let's all be happy!</u> LO - Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.	<u>Being a good friend</u> LO - Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.	<u>Types of bullying</u> LO - Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving.	<u>Don't do that!</u> LO - Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies.	<u>Bullying or teasing?</u> LO - Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying.

Valuing Difference	<u>What makes us who we are?</u> LO - Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Protected Characteristics Covered: Ethnicity and Religion/Belief	<u>My special people</u> LO - Identify people who are special to them; Explain some of the ways those people are special to them.	<u>How do we make others feel?</u> LO - Recognise and explain how a person's behaviour can affect other people.	<u>When someone is feeling left out</u> LO - Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.	<u>An act of kindness</u> LO - Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.	<u>Solve the problem</u> LO - Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	
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Keeping Safe	<u>Harold's picnic</u> LO - Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use.	<u>How safe would you feel?</u> LO - Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.	<u>What should Harold say?</u> LO - Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.	<u>I don't like that!</u> LO - Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	<u>Fun or not?</u> LO - Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	<u>Should I tell?</u> LO - Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.	
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Rights and Respect	<u>Getting on with others</u> LO - Describe and record strategies for getting on with others in the classroom.	<u>When I feel like erupting</u> LO - Explain, and be able to use, strategies for dealing with impulsive behaviour.	<u>Feeling safe</u> LO - Identify special people in the school and community who can help to keep them safe; Know how to ask for help.	<u>Playing games</u> LO - Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. That sometimes people may behave differently online, including by pretending to be someone they are not.	<u>Harold saves for something special</u> LO - Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.	<u>How can we look after our environment?</u> LO - Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.	
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Being My Best	<u>You can do it!</u> LO - Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mind-set strategies to their own learning.	<u>My day</u> LO - Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.	<u>Harold's postcard – helping us to keep clean and healthy</u> LO - Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.	<u>Harold's bathroom</u> LO - Explain the importance of good dental hygiene; Describe simple dental hygiene routines.	<u>What does my body do?</u> LO - Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.	<u>Basic first aid</u> LO - About what is meant by first aid; basic techniques for dealing with common injuries.	
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Changing and Growing	<u>A helping hand</u> LO - Demonstrate simple ways of giving positive feedback to others.	<u>Sam moves away</u> LO - Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.	<u>Haven't you grown!</u> LO - Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.	<u>My body, your body</u> LO - Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.	<u>Respecting privacy</u> LO - Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.	<u>Some secrets should never be kept</u> LO - Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.	
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