

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Me and My Relationships	<u>As a rule</u> LO - Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.	<u>Looking after our special people</u> LO - Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.	<u>How can we solve this problem?</u> LO - Rehearse and demonstrate simple strategies for resolving given conflict situations.	<u>Friends are special</u> LO - Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	<u>Thunks</u> LO - Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.	<u>Dan's dare</u> LO - Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
Valuing Difference	<u>Respect and challenge</u>	<u>Family and friends</u>	<u>My community</u> LO - Define the term 'community';	<u>Our friends and neighbours</u>	<u>Let's celebrate our differences</u>	<u>Zeb</u> LO - Understand and explain some

	LO - Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.	LO - Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Protected Characteristics Covered: Sexual Orientation	Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.	LO - Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Protected Characteristics Covered: Sexual Orientation, Age, Ethnicity and Religion/Belief	LO - Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). Protected Characteristics Covered: Age, Sex, Disability and Religion/Belief	of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. Protected Characteristics Covered: Sexual Orientation, Sex, Ethnicity and Disability
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Keeping Safe	<u>Safe or unsafe?</u> LO - Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.	<u>Danger or risk?</u> LO - Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.	<u>The Risk Robot</u> LO - Identify risk factors in given situations; Suggest ways of reducing or managing those risks.	<u>Super Searcher</u> LO - Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.	<u>Help or harm?</u> LO - Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	<u>Alcohol and cigarettes: the facts</u> LO - Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.
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Rights and Respect	<u>Helping each other to stay safe</u> LO - Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.	<u>Recount task</u> LO - Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.	<u>Our helpful volunteers</u> LO - Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.	<u>Can Harold afford it?</u> LO - Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	<u>Earning money</u> LO - Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	<u>Harold's environment project</u> LO - Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.
Being My Best	<u>Derek cooks dinner! (healthy eating)</u>	<u>Poorly Harold</u> LO - Explain how some infectious	<u>Body team work</u> LO - Name major internal body parts	<u>For or against?</u> LO - Name major internal body parts	<u>I am fantastic!</u> LO - Identify their achievements and	<u>Top talents</u> LO - Explain some of the different

	LO - Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.	illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.	(heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.	(heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.	areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. Protected Characteristics Covered: Gender Reassignment and Sex	talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.
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Growing and Changing	<u>Relationship Tree</u> LO - Identify different types of relationships; Recognise who they have positive healthy relationships with.	<u>Body space</u> LO - Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.	<u>None of your business!</u> LO - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.	<u>Secret or surprise?</u> LO - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	<u>My changing body</u> LO - Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.	<u>Basic first aid</u> LO - About what is meant by first aid; basic techniques for dealing with common injuries. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.
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