

	<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>Human machines</u> LO - Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.	<u>Ok or not ok? (1)</u> LO - Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.	<u>Ok or not ok (2)</u> LO - 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.	<u>An email from Harold!</u> LO - Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.	<u>Different feelings</u> LO - 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.	<u>Under pressure</u> LO - Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Valuing Difference	<u>Can you sort it?</u> LO - Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	<u>What would I do?</u> LO - List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.	<u>The people we share our world with</u> LO - List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. Protected Characteristics Covered: Religion/Belief	<u>That is such a stereotype!</u> LO - Understand and identify stereotypes, including those promoted in the media.	<u>Friends or acquaintance?</u> LO - 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.	<u>Islands</u> LO - Understand that they have the right to protect their personal body space; 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.
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Keeping Safe	<u>Danger, risk or hazard?</u> LO - Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.	<u>How dare you!</u> LO - Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.	<u>Keeping ourselves safe</u> LO - Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.	<u>Raisin challenge (2)</u> LO - Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.	<u>Picture Wise</u> LO - 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.	<u>Medicine: check the label</u> LO - 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 (e.g. hand-washing routines).
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Rights and Respect	<u>Who helps us stay healthy and safe?</u> LO - Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.	<u>It's your right</u> LO - Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.	<u>How do we make a difference?</u> LO - 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); Recognise that everyone can make a difference within a democratic process.	<u>In the news!</u> LO - Define the word <i>influence</i>; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	<u>Safety in numbers</u> Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.	<u>Why pay taxes</u> LO - Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.
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Being My Best	<u>What makes me ME!</u> LO - Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	<u>Making choices</u> LO - 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.	<u>SCARF Hotel</u> LO - 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 Guide (formerly Eatwell Plate).	<u>Harold's Seven Rs</u> LO - Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	<u>My school Community (1)</u> LO - Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.	<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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Growing and Changing	<u>Moving house</u> LO- Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.	<u>My feelings are all over the place!</u> LO - Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.	<u>All change!</u> LO - 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.	<u>Preparing for changes at puberty</u> LO - Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.	<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>Together</u> LO - Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. Protected Characteristics Covered: Religion/Belief, Age, Sexual Orientation, Marriage/Civil Partnership and Sex.
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