

	<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>Collaboration Challenge!</u> LO - Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.	<u>Give and take</u> LO - Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.	<u>How good a friend are you?</u> LO - Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.	<u>Relationship Cake Recipe</u> LO - Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.	<u>Our emotional needs</u> LO - Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.	<u>Being Assertive</u> LO - Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.
Valuing Difference	<u>Qualities of friendship</u>	<u>Kind conversations</u> LO - Rehearse active listening skills:	<u>Happy being me</u> LO - Develop an understanding of discrimination	<u>The land of the Red People</u> LO - Identify and describe the	<u>Is it true?</u> LO - Understand that the information we see online, either text	<u>Stop, start, stereotypes</u> LO - Recognise that some people

	LO - Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.	Demonstrate respectfulness in responding to others; Respond appropriately to others.	and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Protected Characteristics Covered: Age, Ethnicity, Religion/Belief and Sex	different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Protected Characteristics Covered: Ethnicity, Religion/Belief and Sex	or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Protected Characteristics Covered: Sexual Orientation	can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. Protected Characteristics Covered: Sex and Sexual Orientation
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Keeping Safe	<u>Spot bullying</u> LO - Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.	<u>Play, like, share</u> LO - Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.	<u>Decisions dilemmas</u> LO - Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.	<u>Ella's diary dilemma</u> LO - Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.	<u>Vaping: healthy or unhealthy?</u> LO - Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk.	<u>Would you risk it?</u> LO - Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
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Rights and Respect	<u>What's the story?</u> LO - Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.	<u>Fact or opinion?</u> LO - Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.	<u>Mo makes a difference</u> LO - Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.	<u>Rights, responsibilities and duties</u> LO - Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.	<u>Spending wisely</u> LO - State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.	<u>Lend us a fiver!</u> LO - Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.
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Being My Best	<u>It all adds up!</u> LO - Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.	<u>Different Skills</u> LO - Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.	<u>My school community (2)</u> LO - State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.	<u>Independence and responsibility</u> LO - Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.	<u>Star qualities?</u> LO - Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.	<u>Basic first aid, including Sepsis Awareness</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>How are they feeling?</u> LO - Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.	<u>Taking notice of our feelings</u> LO - Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.	<u>Dear Ash</u> LO - Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.	<u>Growing up and changing bodies</u> LO - Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Protected Characteristics Covered: Sex	<u>Changing bodies and feelings</u> LO - Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.	<u>Help! I'm a teenager- get me out of here!</u> LO - Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
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