

## Subject Progression Map

Subject Name **PSHE**

Vision

***West Blatchington pupils are responsible children who collaborate and relate well, celebrating and valuing cultural diversity. They understand the importance of physical and mental well-being which supports them in being resilient and reflective learners.***

PSHE is about **relating** and **celebrating**. We teach children to collaborate and be active learners who are responsible, reflective, resourceful and resilient. We teach children to celebrate cultural diversity and differences and celebrate healthy life style choices for our bodies and minds.

At West Blatchington Primary & Nursery school PSHE education is a central part of our curriculum as it enables our pupils to build healthy friendships and relationships and keep themselves safe and happy both now and in the future. We believe that effective PSHE education supports the teaching of behaviour for learning (learning heroes), our school value system, the school vision and that it contributes to the wellbeing, safety and achievement of all pupils in this school. PSHE is an integral part of daily teaching and learning and is closely interlinked with our school ethos.

Our learning aims:

By the end of their time at West Blatchington, we ensure that our children have been equipped with:

- A sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions, both in real life and online.
- Positive emotional and mental health and the awareness of how to seek help.
- The ability to create and maintain healthy relationships and to understand and respect people's choices in relationships.
- The skills necessary to be resilient and self-confident and to identify their own strengths.
- The ability to resist peer pressure safely.
- The understanding and awareness that everyone should be treated equally and differences should be both respected and celebrated.

| Year Group | Unit            | Unit  | Overarching question/Key objective   | Knowledge and Understanding/ Skills  | Outcome  | Resources                   |
|------------|-----------------|---|--|--|--|-----------------------------|
| Rec        | Autumn 1 Unit 1 | New Beginnings<br><b>x3 lessons</b>   | I know we are all different and special<br>I know I belong to my class                     | -To play feelings games – Sing if you're happy and you know it...sad if you know it etc...<br>-Discuss pictures of friends in the setting, learning names etc...<br>-Playing circle time games – Swap places if you like eating beans ... riding your bike ... | Learn new friends names<br>Say what we are good at<br>Know we belong to a new class. | SEAL resources LATER red.   |
| Rec        | Autumn 1 Unit 2 | Citizenship:<br>Exploring British values<br>My School<br>Community<br><b>x3 lessons</b> | I know I belong to a new class and a new school  | To learn about the names of new class mates and staff.<br>To explore new surroundings – different parts of the classroom – maths area, construction area – when are we allowed outside ?   | To feel safe and secure in a new environment   |                             |
| Rec        | Autumn 1 Unit 3 | Mental Health and Wellbeing<br><b>x3 lessons</b>  | Can we recognise and name feelings? How do we know how we feel?<br>Why do feelings change? | Exploring concepts of MH&WB, big feelings;<br>5 ways to well-being:<br>Naming feelings and ways to calm down   |  | B&H Ppt lessons & resources |
| Rec        | Autumn 2 Unit 1 | Getting on and falling out<br><b>X4 lessons</b>   | WALT: solve conflicts in a positive way  | We can think of things to do when we don't agree.<br>Circle times, acting out scenarios,   | -I can make up when I have fallen out with a friend                                  | SEAL resources LATER Red    |

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|     |                 | Relating week – anti-bullying resources<br><b>X 2 lessons</b>                             |   | Stories about using words to communicate needs- discussing.<br>Making up after falling out, managing angry feelings  | -I can say if I'm angry and how I feel   | B and H reources   |
| Rec | Autumn 2 Unit 2 | Environmental safety and Drugs Education ' Keeping healthy and safe'<br><b>X3 lessons</b> | <p>What does healthy mean?<br/>What do I need to eat to stay healthy?</p> <p>What are germs and how do they spread?<br/>What can I do to help everyone stay healthy?<br/>What can I do if I don't feel well?</p> <p>Who can I ask for help?</p> | <p>-to know what it means to be healthy, making healthy choices for food and exercise.</p> <p>-to understand the importance of handwashing and health safety. To learn how to wash hands</p> <p>-to understand how medicine can help us when we are unwell or to keep us healthy.</p> <p>-to know medicine is ONLY administered by health professional or adult at home- identify who.</p> | <p>Children sorting food pictures</p> <p>Making hand washing posters</p> <p>Stories about being unwell and getting better.</p> | B&H Ppt lessons & resources  |
| Rec | Spring 1 unit 1 | Going for Goals<br><b>X2 lessons</b>  | What would you like to learn to do ?  | <p>-To identify what we are good at &amp; know we are all good at different things</p> <p>-To identify a goal and talk about how to achieve it.</p> <p>-To learn how to be resilient</p>   | <p>Help puppet to achieve her goal</p> <p>Ask questions of an expert ... secretary, teacher, nurse, vet ..?</p>                | SEAL Red later activities.   |
| Rec | Spring 1 Unit 2 | Gender Equality Education<br><b>X2 lessons</b>  |   | -To explore and challenge gender stereotypes with a focus on clothes   |  |  |
| Rec | Spring 2 Unit 1 | Good to be me<br><b>X2 lessons</b>  | <p>What makes us feel happy and proud?</p> <p>What is respect ?</p> <p>What can I do if someone is disrespectful to me ?</p> <p>How can I stand up for myself ?</p> <p>Who can I ask for help?</p>  | <p>-To discuss what makes us feel happy and proud</p> <p>-Discuss our favourite meal at home</p> <p>-What would we do if someone was unkind about the food in our lunch box.</p> <p>-Practise responding in a calm voice, " I don't like it when ..."</p> <p>-Who is on your helping hand?</p>   | Cut out pictures to make our favourite home meal.  | B& H Ppt lessons   |
| Rec | Spring 2 Unit 2 | Family Diversity<br><b>X3 lessons</b>   | <p>Who cares for me ?</p> <p>What care do I need ?</p> <p>Are all families the same ?</p> <p>How we show care and love?</p>   | <ul style="list-style-type: none"> <li>- To understand what kind of care we need – discussing who gives us this care ?</li> <li>- To know that families are different and do things in different ways</li> </ul>   | <p>To sort and discuss acts of caring</p> <p>Discuss how we care for each other.</p>   | <p>B&amp;H resource picture cards</p> <p>'Different Families –Same Love' book – you tube</p> <p>Might have B and H ppt - chack</p> |
| Rec | Summer 1 Unit 1 | Relationships<br><b>X2 lessons</b>  | Why do we need friends to help us grow?   | -To learn that positive relationships are important for looking after our mental health and wellbeing.   |  |  |

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| Rec | Summer 1 Unit 2 | <b>Protective Behaviours</b><br>Feeling good, feeling safe<br>Safe touch – hands are not for hitting<br><b>X4 lessons</b> | <b>We all have the right to feel safe all of the time.</b>   | --to talk about feelings<br>-to identify some of the clues that tell us how we and other people are feeling; feeling safe and unsafe;<br>-to introduce early warning signs; safe and unsafe touch<br>-to know how to get help from our trusted adults<br><br><b>Smile Project</b> | Feeling Good Feeling Safe PPT -  |                  |
| Rec | Summer 2 Unit 1 | Relationship, sex and health education<br>Growing and caring for ourselves<br><b>X3 lessons</b>                           | <b>Can you name all the parts of your body, including the personal and private parts of your body?<br/>         What do we need to grow?</b> | -to name personal and private parts of the body<br>-to introduce the pants rule.<br>-to explore what children’s bodies and minds need to grow.<br>-to practise phrases to grow healthy friendships.<br>-to learn self- care skills and know where to get help.                    | Draw outline of body and add names of parts<br><br>To sort pictures or cut and stick | B& H PPT lessons |
| Rec | Summer 2 Unit 2 | Changes/ transition<br><b>X2 lessons</b>  | <b>To learn to manage feelings of disappointment and upset<br/>         How have we changed?</b>   | -to know how changes can make someone feel and know some ways to cheer people up when they are feeling sad.<br>-to identify and manage feelings about transition into a new year group  |  |                  |
| 1   | Autumn 1 Unit 1 | New Beginnings<br><b>X3 lessons</b>   | <b>How can we make sure that we have a happy and a safe class?</b>   | -help make the class a good place to learn.<br>-feels good about the ways they are similar in the group and the ways in which they are different.<br>-feels good about strengths.<br>-knows some ways to solve a problem.<br>-uses peaceful problem-solving to sort out.          | Evidence through photos, class charter   |                  |
| 1   | Autumn 1 Unit 2 | Citizenship: Exploring British Values<br><b>X? lessons</b>  |  |   |  |                  |

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| 1 | Autumn 1<br>Unit 3 | Mental Health & Wellbeing<br><b>x3 lessons</b>   | <b>What makes your body feel good? What makes your mind feel good?</b>   | Exploring concepts of MH&WB, big feelings;<br>5 ways to well-being:<br>Power of kindness  |   | B&H PSHE Team Mental Health & Wellbeing Lessons |
| 1 | Autumn 2<br>Unit 1 | Getting on and Falling out (linked with relating week)<br><b>X3 lessons</b><br><br>Relating week – anti-bullying resources<br><b>X 2 lessons</b> | <b>What makes a good friend? (active listening and peaceful problem solving)</b><br><b>How can I make sure I am a relating hero?</b> | -can tell you what being a good friend means.<br>-can listen well to other people when they are talking.<br>-can work well in a group.<br>-can use peaceful problem-solving to sort out problems so both people feel OK.<br>-knows how to make up with a friend when they have fallen out.<br>-knows that when you feel sad, it affects the way you behave and how you think.<br>- can be kind to children who are bullied.<br>-can tell you what bullying is.<br>-knows some people in and out of school who they could talk to if they were feeling unhappy or being bullied.<br>-knows what to do if they are being bullied. | Photos from relating week activities<br><br>Helping hands | Safety net                                      |
| 1 | Autumn 2<br>Unit 2 | Environmental safety and Drugs Education<br>'Keeping Healthy and safe'<br><b>X3 lessons</b>  | <b>How do I keep myself safe?</b>  | -explores concepts of healthy and unhealthy choices with a focus on teeth.<br>-learns about medicines.<br>- learns about staying safe.<br>- knows what to do to help us feel better and how to get help if we need to.  |   | B & H resources                                 |
| 1 | Spring 1<br>Unit 1 | Going for goals<br><b>X1 lesson</b><br><br>Eco Hope<br><b>X1 lesson</b>  | <b>How do I learn best?</b><br><br><b>How do I deal with big feelings about our world?</b>   | Knowing about different and own preferred learning style , reviewing and setting learning targets – individual and community, avoiding distractions.<br><br>-to recognise and manage difficult feelings about taking care of our planet.<br>-to know that planet care is a shared responsibility.<br>-to know that there are lots of reasons to feel hopeful about the future of our planet.  |   | B & H resources                                 |

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| 1 | Spring 1<br>Unit 2 | Gender Equality<br>Education<br><br>B&H resources<br><b>X2 lessons</b>                  | <b>Can boys and girls do the same things?</b>        | -can tell you how they are the same as and different from their friends.<br>-knows that people can love people who are the same gender, or a different gender to themselves.<br>- are able to challenge stereotypes<br>- knows that there are many ways to be a boy or a girl                           | To discuss outcomes in stories.           | B&H Gender lessons x2               |
| 1 | Spring 2<br>Unit 1 | Good to be me<br><b>X2 lessons</b>  | <b>What makes me, me?</b>                            | -begins to understand why we have the skin we are in<br>- learns how to talk about skin tones with kindness and respect   |   | B& H resources                      |
| 1 | Spring 2<br>Unit 2 | Gypsy Roma traveller<br>education (GRT)<br>'Kushti Atchin Tan'<br><br><b>X3 lessons</b> | <b>What similarities and differences do we have?</b> | - can tell you how they are the same and different from their friends.<br>-feel good about the ways they are similar in the group and the ways they are different.<br>-learns about the lives and homes of Traveller children in the UK today<br>- reflects on ways to make sure everyone feels welcome | Paintings inspired by artist Gabi Jimenez | B& H resources                      |
| 1 | Summer 1<br>Unit 1 | Relationships<br><b>X2 lessons</b>  | <b>How can I name and manage feelings?</b>           | Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others   |   | SEAL                                |
| 1 | Summer 1<br>Unit 2 | <b>Protective Behaviours</b><br>Feeling good<br>feeling safe<br><b>X4 lessons</b>       | <b>Who and what makes you feel safe?</b>             | -to understand the safety scale and the concept of fun to feel scared<br>- to grow our understanding of safe touch, the pants rule, being the boss of your body and staying safe<br>- to introduce safe and unsafe secrets and getting help   | Discussion, songs                         | Big Bag of Worries<br>B&H resources |
| 1 | Summer 2           | Relationship and sex education<br><br>B&H<br><b>x3 lessons</b>                          | <b>How we can keep our minds and bodies healthy?</b> | -to grow positive body image.<br>-to understand why all animals including humans, have male and female body parts<br>-to start to understand how to keep my body and mind healthy.<br>-to increase confidence in naming all of my body parts including the private and personal parts of my body.       | Draw around and label body                | .B&H resources                      |

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|   |                    |  |  | - to grow skills in making happy and caring friendships and know where to get help   |  |                   |
| 1 | Summer 2           | Changes/<br>transition<br><b>X2 lessons</b>  | <b>How can we manage feelings about transition into a new year group?</b>  | -to understand human timelines and natural changes<br>- to understand changes we can make ourselves<br>-to identify and manage feelings about transition into a new year group   | To compare photos of us in past to now and think about what we have changed/achieved?  | B & H resources   |
| 2 | Autumn 1<br>Unit 1 | New Beginnings<br><b>X2 lessons</b><br><br>Citizenship:<br>Exploring British values<br><b>X2 lessons</b> | <b>How can we make sure that we have a happy and a safe class?</b><br><br><b>How can we be a good citizen for our school community?</b><br><b>How can we include everyone?</b> | -knows what they have to do themselves to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.<br>-knows some ways to solve a problem.<br><br>Knows what a citizen is<br>Knows how to create a safe learning environment.<br>Understands the class rules and why they are important<br>Makes the link between their rights and responsibilities as a member of their class and school.<br><br>Understands why we need others in our lives.<br>Knows why we need good relationships with others in our community.<br>Recognises that different people have different needs.<br>Understands that including others sometimes means doing things differently. | Photos of class charter<br>Evidence of team building work done in transition time<br><br>Brilliant member of our class community – skills and attributes.<br><br>Photos of role play scenarios | B and H resources |
| 2 | Autumn 1<br>Unit 2 | Mental Health & Wellbeing<br><b>X4 lessons</b>   | <b>How does our body tell us things?</b><br><b>What makes our mind and body feel good?</b>   | -explores concepts of MH&WB, big feelings;<br>5 ways to well-being:<br>-understands the importance of sleep and strategies for better bed times.<br>-explores worries and coping strategies.   |  | B & H resources   |
| 2 | Autumn 2<br>Unit 1 | Getting on and falling out and relating week<br><b>x3 lessons</b>  | <b>How can I make sure that I get on with everyone?</b>  | -knows that sometimes anger builds up and that they can be overwhelmed by their feelings.  | Photos of activities<br><br>Helping hands  |                   |

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|   |                    | Relating week – anti-bullying resources<br><b>X 2 lessons</b>                               |  | <ul style="list-style-type: none"> <li>-knows that people don't always see things in the same way.</li> <li>- can tell you what bullying is.</li> <li>-can tell you how someone who is bullied feels.</li> <li>-can be kind to children who are bullied.</li> <li>-knows what to do if they are bullied.</li> <li>-knows some people in and out of school who they could talk to if they were feeling unhappy or being bullied.</li> </ul>  |  | B & H resources |
| 2 | Autumn 2<br>Unit 2 | Environmental safety and Drugs Education<br>'Keeping halethy and Safe'<br><b>X3 lessons</b> | <b>What do you know about keeping healthy and safe?</b>                | <ul style="list-style-type: none"> <li>-to understand exercise helps body and mind.</li> <li>-to know what medicines are and when we need them.</li> <li>-to know why some people need to take medicine everyday.</li> <li>- to understand how to stay safe around medicines.</li> <li>-to know what the risks are to our health in our homes, school and places we might visit.</li> <li>-to know how we call for help and who are the people who can help us.</li> </ul> <p><b>Healthy eating</b> (taught through science, PE and DT)</p> | <p>Write a list of 5 ways to stay healthy and relax</p> <p>Be Danger Detectives – spot the dangers in home, school</p> <p>Design a safety poster</p> | B&H resources   |
| 2 | Spring 1<br>Unit 1 | Going for goals<br><b>X1 lesson</b>   | <b>What learning styles do I prefer?</b>                               | <p>Knowing about different and own preferred learning styles, reviewing and setting learning targets – individual and community, avoiding distractions.</p>   |  |                 |
|   |                    | Eco Hope<br><b>X2 lessons</b>   | <b>How do I manage difficult feelings about caring for our planet?</b> | <ul style="list-style-type: none"> <li>-to recognise and manage difficult feelings about taking care of our planet.</li> <li>-to know that planet care is a shared responsibility.</li> <li>-to know that there are lots of reasons to feel hopeful about the future of our planet.</li> </ul>  |  | B&H resources   |
| 2 | Spring 1<br>Unit 2 | Gender Equality education:<br>Careers and genders   | <b>Can girls and boys do the same jobs?</b>                            | <ul style="list-style-type: none"> <li>-to know that there are many different jobs and they should not be stopped from doing these because of their gender, age etc.</li> </ul>   | Images of children sorting toys and jobs   | B&H resources   |

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|   |                 | <b>X2 lessons</b>   | Can boys and girls play with the same toys?                            | -to know how to challenge stereotyped ideas about gender.<br>-to know what is the same and different about children in their class.   |  |  |
| 2 | Spring 2 Unit 1 | Good To be Me<br><b>X2 lessons</b>  | How do their feelings affect themselves and others?                    | Focus on identity and belonging – exploring our uniqueness and feeling good to be me; exploring what is the same and different about our families and the ways families celebrate.  |  | B&H resources                            |
| 2 | Spring 2 Unit 2 | Disability Equality Education<br>'Nothing About Me Without Me'<br><b>X3 lessons</b> | Can I identify what makes me unique and see differences positively?    | -knows how we are similar and different.<br>- knows what makes us, us and unique.<br>- knows what being a disabled child in the UK today means.<br>- knows how to ask friendly and caring questions.<br>- knows how to make sure everyone can join in and feel welcome.   | Record 'caring thinking questions'       | B&H resources                            |
| 2 | Summer 1 Unit 1 | Relationships<br><b>X2 lessons</b>  | What does it feel like to feel loved?                                  | Explore love and feeling cared for; and explore loss and coping strategies with a focus on pets   |  | B&H PSHE team Loss & Bereavement Lessons |
| 2 | Summer 1 Unit 2 | Protective behaviours:<br>Feeling good feeling safe<br><b>X4 lessons</b>            | What is safe touch?  | - can recognise that there are different kinds of secrets.<br>-can understand simple rules for keeping themselves safe.<br>-knows about parts of their body which are private and should not be touched without their permission.   |  | B&H resources                            |
| 2 | Summer 2 Unit 1 | Relationship and sex education<br><b>X3 lessons</b>                                 | Why do all animals, including humans, have male and female body parts? | -to grow positive body image.<br>-to understand why all animals including humans, have male and female body parts<br>-to start to understand how to keep my body and mind healthy.<br>-to increase confidence in naming all of my body parts including the private and personal parts of my body.<br>- to grow skills in making happy and caring friendships and know where to get help-can | Photo of Venn diagram<br><br>Body sheets | B&H resources                            |

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|---|-----------------|--|---|---|--|-----------------|
|   |                 |  |   | <p>identify ways in which boys and girls are similar and different.</p> <p>-feels good about the ways they are similar in the group and the ways they are different.</p>  |  |                 |
| 2 | Summer 2 Unit 2 | Changes/ transition<br><b>X1 lesson</b>                    | <b>What strategies can I use to cope with changes?</b>  | <p>- can tell you what a habit is and know that it is hard to change one.</p> <p>-can plan to overcome obstacles that might get in the way.</p> <p>-knows what it means when something is or isn't your fault.</p> <p>-knows that they make their own choices about their behaviour.</p> <p>-can tell you about a plan that they have made with their class to change something in the school.</p>  |  | B&H resources   |
| 3 | Autumn 1 Unit 1 | New Beginnings<br><b>X2 lessons</b>                        | <b>How can we make sure that we have a happy and a safe class?</b>  | <p>-can contribute towards making a class charter.</p> <p>-understands why we need to have different rules in different places and know what the rules are in school.</p> <p>-understands their rights and responsibilities in the school.</p> <p>-knows what they have to do themselves to make the classroom a safe and fair place for everyone and that it is not OK for other people to make it unsafe or unfair.</p> <p>-knows that they belong to a community.</p> <p>-can manage their feelings and can usually find a way to calm themselves down when necessary.</p> <p>-knows some ways to solve a problem.</p> | Photos of class charter<br>Evidence of team building work done in transition time. |                 |
|   |                 | Citizenship: Exploring British Values<br><b>X2 lessons</b> | <p><b>How can we include everyone in our class community?</b></p> <p><b>How can rules help us to grow a fantastic learning community where everyone feels included?</b></p> <p><b>How can being kind help us to make a difference in our class community?</b></p> | <p>-to know how to include everyone in our class community and to understand how class community rules help us to do this.</p> <p>-to give each other meaningful compliments.</p> <p>-to know how being kind can help us to make a difference in our school community.</p> <p>-to know how we can become better school citizens.</p>  |  | B & H resources |

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|   |                    |  | How can thinking about other people's feelings help us to become a better school citizen? |  |   |                   |
| 3 | Autumn 1<br>Unit 2 | Mental Health & Wellbeing<br><b>X3 lessons</b>   | What is mental health?<br>What is well-being?<br>What helps us to feel good?              | Exploring concepts of MH&WB, big feelings;<br>5 ways to well-being: Developing a 'strong mind'<br>Focus on gratitude and growing skills in resilience.   |   | B & H resources   |
| 3 | Autumn 2<br>Unit 1 | Getting on and falling out<br><b>X3 lessons</b><br><br>Relating week – anti-bullying resources<br><b>X 2 lessons</b> | How does my body respond to anger?<br>How can I be a relating hero?                       | -knows what their triggers for anger are.<br>-knows how our bodies change when we start to get angry.<br>-knows some ways to calm down when they start to feel angry.<br>-can use peaceful problem solving to sort out difficulties.<br>-can tell you what a 'win-win' solution is and always try to find one in a conflict situation.<br>-knows how to look and sound friendly.<br>-knows how to be a good listener.<br>-can tell you what bullying is.<br>-can tell you why witnesses sometimes join in with bullying or don't tell.<br>- can tell you some ways of helping to make someone who is bullied feel better.<br><br>-to explore definitions of bullying, safely being an upstander and the current National Anti-Bullying week theme. | Children create a cooling down resource | B and H resources |
| 3 | Autumn 2 unit 2    | Poverty Proofing Lessons<br>Exploring the differences between wants and needs<br><b>X 2 lessons</b>                  | What is poverty?<br>How can we poverty proof our class community?                         | -to know the difference between a want and a need.<br>- to understand what make us want the wants.<br>-to be able to resist the pressure of advertising/peers.<br>-to know what things we are really grateful for in our lives.  | Sortng cards<br>Comic strips            | B and H resources |

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| 3 | Spring 1<br>Unit 1 | Good to be me<br><b>X2 lessons</b>   | How do their emotions affect me and how I learn?  | -can think about their worries and what they should do about them.<br>-knows that most people have worries.<br>-knows about themselves and how they learn.   |   | B and H PPT       |
| 3 | Spring 1<br>Unit 2 | Gender Equality Education<br><b>X2 lessons</b>                                 | What is gender stereotyping?  | -knows that there are many ways to be a boy or a girl<br>-knows that differences and similarities between people arise from a number of factors.<br>-knows what positively and negatively affects their physical, mental and emotional health (media).<br>-can use their skills to recognise and challenge gender inequalities, prejudice, stereotyping and injustice. | Film scenarios  | B and H resources |
| 3 | Spring 2<br>Unit 1 | Growing an anti racist school<br><b>X3 lessons</b>                             | Can I talk about differences in a positive way?   | -can talk about differences<br>-can explain what having something in common means<br>- can help everyone feel good and safe at lunch times   |   | B and H PPT       |
| 3 | Spring 2<br>Unit 2 | Drugs and Alcohol Education<br>'Keeping Healthy and safe'<br><b>X3 lessons</b> | How do I keep myself safe?<br>How can we stay safe in a risky situation?<br>How do we get help in an emergency?<br>What does safe/risky mean? Why might some people make risky choices? | - Knows what is a drug and what is a medicine.<br>Knows the effects and risks of everyday drugs on human brains and bodies.<br>Recognises why some people might make risky choices.<br>Understands how we can stay safe around drugs and medicines.<br>Understands how can we stay safe in a risky situation.<br>Knows how we get help in an emergency.                | True False game<br><br>Match Risk and Effect cards for some drugs | B&H PPT Y3        |
| 3 | Summer 1<br>Unit 1 | Relationships<br><b>X2 lessons</b>   | How can I make amends if I upset someone?   | Exploring shame, guilt and making amends   |   | SEAL              |
| 3 | Summer 1<br>Unit 2 | Protective behaviours:   | How can I keep myself safe?   | -I know what my Early Warning Signs are and how to manage them.  | Comic strip and helping hands                                     |                   |

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|   |                 | Feeling good feeling safe<br><b>X4 lessons</b>                                     |   | <ul style="list-style-type: none"> <li>- I can identify when I get my EWS but it is a Fun to Feel Scared or Risking on Purpose situation .</li> <li>-I can give an example of when I have responded positively to my Early Warning Signs.</li> <li>-I know what characteristics someone who can help me has.</li> <li>-I can tell you a time when I have asked for help in school.</li> <li>-I know where to get help outside of school.</li> </ul>   |   |                               |
| 3 | Summer 2 Unit 1 | Relationship and sex education including Family diversity<br><br><b>X4 lessons</b> | <p><b>What are the names of female and male personal and private body parts and what do they do?</b></p> <p><b>What is a family ?</b></p> | <p>To know can we feel good about ourselves Should we all look the same?</p> <p>To know how do I pick myself up if I feel down?<br/>To know how families change, are all families the same ?</p> <ul style="list-style-type: none"> <li>-knows that there are different types of relationships (friends, civil partnerships).</li> <li>-can recognise discrimination towards minority groups and know how to ask for help.</li> <li>-knows how to challenge inequality, prejudice and injustice.</li> </ul> |   | <b>B&amp;H PPT resources.</b> |
| 3 | Summer 2 Unit 2 | Changes and moving forward<br><b>X2 lessons</b>                                    | <b>What strategies can I use to cope with changes?</b>  | <ul style="list-style-type: none"> <li>-knows that even changes we want to happen can sometimes feel uncomfortable.</li> <li>-knows that everybody goes through many different sorts of change all the time.</li> <li>-knows that change can be really good and can tell you about some changes that have made their lives much better.</li> <li>-can think about and plan to overcome obstacles.</li> </ul>  |   | <b>B&amp;H PPT resources.</b> |
| 4 | Autumn 1 Unit 1 | New Beginnings<br><b>X2 lessons</b>  | <b>How do we make sure that we live in a happy and safe community?</b>  | <ul style="list-style-type: none"> <li>-know what they have to do themselves to make the classroom a safe and fair place for everyone and that it is not OK for other people to make it unsafe or unfair.</li> <li>-know how to make someone feel welcomed and valued at school.</li> </ul>   | Photos of class charter<br>Evidence of team building work done in transition time |                               |

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|   |                    | Citizenship:<br>Exploring British Values<br><b>X2 lessons</b>  | Can you explain what democracy means?<br>Can you give examples of when we make decisions by voting? | -predict how they are going to feel in a new situation or meeting new people<br><br>-to explain what democracy means.<br>- to give examples of when we make decisions by voting.<br>-to give examples of ways to be respectful towards each other.<br>-to find connections between each other.  | 'Swoosh' painting<br>Class community pledge | B&H resources                 |
| 4 | Autumn 1<br>Unit 2 | Global Citizenship-<br>Refugee equality education<br><b>X3 lessons</b>   | Are all groups of people treated equally ?  | - To learn some ways to challenge inequality safely.<br>- To understand what a refugee is.<br>- To empathise with people who need to flee their country   | Azzi in Between – read<br>PPT               | B&H resources plus Azzi book  |
| 4 | Autumn 1<br>Unit 3 | Mental Health & Wellbeing<br><b>X3 lessons</b>   | What is mental health?<br>What does well-being mean to you? What helps us to grow our well-being?   | Exploring concepts of MH&WB, big feelings;<br>5 ways to well-being: Notice, including meditation and mindfulness.<br><br>-  |   | B & H resources               |
| 4 | Autumn 2<br>Unit 1 | Getting on and falling out<br><b>X2 lessons</b><br><br>Relating week – anti-bullying resources<br><b>X 2 lessons</b> | How can I manage my anger?<br>How can I be a relating hero?   | -know how it feels to be overwhelmed by anger.<br>-understand why it is important to calm down before they are overwhelmed by feelings of anger.<br>-can say some ways they can stop themselves being overwhelmed by feelings of anger.<br>-know how feelings can influence learning.<br>-can use peaceful problem solving to sort out difficulties.<br><br>-to explore definitions of bullying, safely being an upstander and the current National Anti-Bullying week theme. |   | SEAL<br><br>B and H resources |
| 4 | Autumn 2<br>Unit 2 | <b>Money management</b><br>(taught as part of maths)<br><b>Online Safety</b><br>(taught through computing)           |   |   |   |                               |

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| 4 | Spring 1<br>Unit 1 | Good to be me<br><b>X1 lesson</b>  | <b>What am I good at?<br/>How do my feelings and moods affect others?</b>  | -to focus on identity and belonging – what makes you, you?<br>- to celebrate family heritage  |   | B&H Ppt   |
| 4 | Spring 1<br>Unit 2 | Disability equality education<br><b>X4 lessons</b>                             | <b>Is everybody equal?</b>   | -knows what being different means.<br>- knows what making an assumption means.<br>-understands what life is like for disabled children living in Britain today.<br>-knows how we can welcome and include everyone.  |   | B&H resources   |
| 4 | Spring 2<br>Unit 1 | Growing an anti racist school<br><b>X3 lessons</b>                             | <b>What what constitutes racist behaviours, actions, words?</b>  | -to explain what giving permission means.<br>-to explain how they will make others feel comfortable and safe about the food they eat.<br>-to articulate an understanding of anti-racism.<br>-to give some ideas for how they can make everyone feel good and safe about their faith/religion.   |   | B&H resources   |
| 4 | Spring 2<br>Unit 2 | Drugs and Alcohol education<br>'Keeping healthy and safe'<br><b>X3 lessons</b> | <b>How do I keep myself-safe?<br/>What are the effects and risks of smoking tobacco?<br/>What is peer pressure?<br/>What is first aid?</b> | -knows a range of strategies for resisting peer pressure.<br>-knows how to grow skills to safely say no.<br>-knows how to improve skills to call for help in an emergency.  | True false game re tobacco<br><br>Create a list of safe ways to say no. | B&H Ppt Year 4 & resources                                |
| 4 | Summer 1<br>Unit 1 | Relationships<br><b>X2 lessons</b>   | <b>How do we remember people or animals that have been special to us?</b>  | -can understand that they remember people even if they no longer see them.<br>-understand how people feel when they lose someone they love.<br>-can tell you about the important people or animals in my life.<br>-can describe some ways to celebrate the lives of someone that we care about. | Bereavement lessons   | B & H resources   |
| 4 | Summer 1<br>Unit 2 | Protective behaviours:<br>Feeling good, feeling safe<br><b>X4 lessons</b>      | <b>How, where and with who do I feel safe?<br/>What early warning signs and strategies do I have for when I feel unsafe?</b>               | -I understand the difference between a risk on purpose and when something is unsafe.<br>-I can recognise that dares are not always safe.  | Helping hands   | B & H resources<br>Book: Morris and the Bundle of Worries |

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|   |                 |   |  | <ul style="list-style-type: none"> <li>-I know some ways to say no to dares that feel unsafe and that help me resist peer pressure.</li> <li>-I understand that telling someone on my Helping Hand about my worries can help me feel safer.</li> <li>-I can recognise that different people can help me with different things.</li> <li>-I know that it is important to review the people who are on my Helping Hand and to know who else I can talk to in an emergency.</li> </ul>                                |   |  |
| 4 | Summer 2 Unit 1 | Relationship and sex education<br><b>X4 lessons</b> | <b>RSE How do our bodies change as we get older? Boys and girls</b>    | <ul style="list-style-type: none"> <li>-to know what happens to my body as I grow and change? What is a period?</li> <li>-to understand that changes during puberty affect feelings.</li> <li>-to know what friendship skills we need as we grow and change.</li> <li>-to know how human babies and families begin.</li> </ul>   |   | B&H PPT & resources<br>Book: The Boy Who Grew Flowers by Jen Wojtowicz |
| 4 | Summer 2 Unit 2 | Changes/ transition<br><b>X2 lessons</b>            | <b>Can change can be imposed or unexpected? How can we respond?</b>    | <ul style="list-style-type: none"> <li>-to know some ways change can feel uncomfortable and scary.</li> <li>- to say how unwanted / imposed change can feel scary.</li> <li>-to explain why I behave as I do when I find changes difficult.</li> <li>-to learn ways of managing some of the feelings that sometimes arise from changes.</li> <li><i>Remember – may be sensitive for refugee pupils</i></li> <li>-to identifying barriers, set goals to overcome barriers and to give and accept advice.</li> </ul> | Scenarios to discuss<br>Making a How to Survive changes poster.<br>Class changes box. | SEAL Changes materials Yellow Y4                                       |
| 5 | Autumn 1 Unit 1 | New Beginnings<br><b>X2 lessons</b>                 | <b>How do we make sure that we live in a happy and safe community?</b> | <ul style="list-style-type: none"> <li>-understand their rights and responsibilities in the school.</li> <li>-understand the need for rules in society and why they have the rules they do in school.</li> <li>-know some of the things that help us in school to learn and play well together.</li> </ul>   | Children create class charter<br><br>School council and eco reps are voted            |  |

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|   |                    | Citizenship:<br>Exploring British Values<br><b>X2 lessons</b>  | What are personal values?<br>What is democracy and what examples of democracy can you give within school? | - know how to go about trying to change things.<br>-know that they are valued at school.<br><br>-to explain what personal values are.<br>-to give examples of what matters most to them.<br>-to explain democracy and give examples for their school experience.<br>-to give examples of ways to leave a place better than when they found it.<br>-to make links to every day in the school community. |  | B & H resources   |
| 5 | Autumn 1<br>Unit 2 | Mental Health & Wellbeing<br><b>X3 lessons</b>   | What is mental health?<br>What is well-being?<br>Which choices help us to grow our well-being?            | Exploring concepts of MH&WB, the ups and downs of mental health; sleep and bedtime routines;5 ways to well-being: active   |  | B & H resources   |
| 5 | Autumn 2<br>Unit 1 | Getting on and falling out<br><b>X3 lessons</b><br><br>Relating week – anti-bullying resources<br><b>X 2 lessons</b> | How can I be a relating hero?   | -know what their triggers are for anger and what happens when they get angry.<br>-know some ways to calm themselves down.<br>-can consider both the short-term and long-term consequences of their behaviour in order to make a wise choice when I am feeling angry.<br><br>-to explore definitions of bullying, safely being an upstander and the current National Anti-Bullying week theme.          | Children create 'top tips' guide to dealing with anger | B and H resources |
| 5 | Autumn 2<br>Unit 2 | <b>Money management</b><br>(taught as part of maths)<br><b>Online Safety</b><br>(taught through computing)           |   |  |  |                   |
| 5 | Spring 1<br>unit 1 | Good to be me<br><b>X2 lessons</b>   | How can I manage my feelings?   | -can explain how strong feelings may build up and how they may be overwhelmed by this.<br>-can use calming down strategies to help them when they are feeling overwhelmed.<br>-can use strategies to help them when they feel useless or inadequate.   | Children create calming down leaflets                  | B and H resources |

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| 5 | Spring 1<br>Unit 2 | Gender Equality Education 'Like a Child'<br><b>X3 lessons</b>                           | Can you recognise gender stereotyping and prejudice?<br><br>What are the consequences of stereotyping and labelling people? | -to explore and challenge gender stereotypes.<br>-to consolidate understanding that there are many ways to be a boy or girl<br>-to grow strategies to safely challenge gender prejudices  |   | B and H resources        |
| 5 | Spring 2<br>Unit 1 | Growing an anti racist school<br><b>X4 lessons</b>                                      | What does giving permission mean?   | -can I explain what giving permission means?<br>-can I make others feel comfortable about the food they eat?<br>-can I make everyone feel good and safe about their faith/religion?<br>-can I explain how the question 'where are you from?' could make someone feel?   |   | B&H Resources            |
| 5 | Spring 2<br>Unit 2 | Drugs and Alcohol Education 'Keeping Healthy and safe'<br><b>X3 lessons</b>             | What are barriers to making healthy choices?  | To know how alcohol risks and affects the body and brain.<br>To understand how effects of adverts and media influence peoples choices.<br>To know why some children and young people choose to drink alcohol.<br>To know how to resist peer pressure.   | Diamond 9 for importance of healthy choices now and in future.<br>Sort cards depicting mood changes and body changes after alcohol. | B&H PPT Y5 and resources |
| 5 | Summer 1<br>Unit 1 | Diversity Gypsy Roma Traveller Education (GRT) 'Kushti Atchin Tan'<br><b>X2 lessons</b> | Is everybody equal?   | -to know what we have in common with each other<br>-to learn about the experiences of the UK Gypsy Roma Traveller people<br>-to reflect on how to welcome a new person to my class  | Art inspired by Gypsy Roma Traveller artists  | B&H Resources            |
| 5 | Summer 1<br>Unit 2 | Protective behaviours: Feeling good, feeling safe<br><b>X4 lessons</b>                  | How does behaviour and language, including banter, impact others?   | -to recap knowledge of protective behaviours; reflection on how behaviour and language, including 'banter' can impact on others;<br>-to learn how to make a safety stop to keep safe.<br>-to recap the safety scale and learn about the effect of having choice, control and a time limit on making safer choices.<br>-to recap children's rights and identify different types of child abuse.<br>-to explore what matters most in a friendship and where to get help | Photo of sorting statements   | B&H Resources            |



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| 5 | Summer<br>2 Unit 2    | Changes/<br>transition<br>Aspirations<br><br><b>X2 lessons</b>   | <b>What are common and individual responses to change ?</b><br><br><b>What are my aspirations?</b>  | I understand how it feels when change takes you from familiarity.<br>I know that sometimes there are positive outcomes from change that we didn't welcome initially.<br><i>Remember – may be sensitive for refugee pupils</i><br><br>-can identify my strengths and areas for improvement.<br>-can set high aspirations and goals.  | Read 'Melanie's Journey' and complete follow up task.   | SEAL Green Y5 resources and activities. |
| 6 | Autumn<br>1<br>Unit 1 | New Beginnings<br><b>X2 lessons</b><br><br>Citizenship:<br>Exploring British values<br><b>X2 lessons</b> | <b>How do we make sure that we live in a happy and safe community?</b><br><br><b>Growing our class community.</b><br><b>Making a difference in our class community.</b> | -understand the need for rules in society and why we have the rules we do.<br>-know some of the things that help them in school to learn and play well together.<br>-if they don't agree with something in school they know how to go about trying to change things.<br><br>-explain what mutual respect means<br>-understand how they will try to grow mutual respect in their class<br>-explain what individual liberty means<br>-inspire others to become changemakers | Evidence of class charter.<br><br>School councillors application form/letter<br><br>Stop/ Start activity<br>Inspirational slogans | B and H resources                       |
|   | Autumn<br>1<br>Unit 2 | Mental Health and Wellbeing<br><b>X4 lessons</b>   | <b>What is mental health?</b><br><b>How can someone cope with ups and downs that are a normal part of mental health? What are helpful ways to grow our well-being?</b>  | Exploration of mental health; including depression and anxiety, coping strategies and when to get help<br>5 ways to well-being: notice , with a focus on gratitude  |   | B&H Ppt and resources                   |
| 6 | Autumn<br>2<br>Unit 1 | Getting on and falling out<br><b>X3 lessons</b>  | <b>When can differences be a barrier?</b><br><b>How can I be a relating hero?</b>   | -to understand differences as a barrier and the skills of working together<br>-to understand the link between feelings and behaviour<br>-to know my triggers and how to calm myself down  |   | B and H resources                       |

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|   |                    | Relating week – anti-bullying resources<br><b>X 2 lessons</b>  |   | -to explore definitions of bullying, safely being an upstander and the current National Anti-Bullying week theme.   |  |                       |
| 6 | Autumn 2<br>Unit 2 | <b>Money management</b> (taught as part of maths)<br><b>Online Safety</b> (taught through computing) |   |   |  |                       |
| 6 | Spring 1<br>Unit 1 | Good to be me<br><b>X2 lessons</b>   | <b>What is my identity?</b><br><b>What makes it good to be me?</b>  | Identity and belonging:<br>-to consolidate skills in expression and descriptions of identity that include skin tone.<br>-to grow skills in being an upstander and supporting each other   |  | B&H Ppt and resources |
| 6 | Spring 1<br>Unit 2 | LGBT+ Equality Education<br><b>X2 lessons</b>  | <b>How can we make sure that everyone in our community feels valued, safe and welcome?</b>  | -understands that there is diversity in our community.<br>- learns about the history and experiences of people from the LGBT+ community in the UK today.<br>-learns about different types of grown up relationships and reflects on how to make sure everyone in our community feels valued and welcome.  |  | B&H Ppt and resources |
| 6 | Spring 2<br>Unit 1 | Growing an anti racist school<br><b>X4 lessons</b>   | <b>What does the question 'Where are you from?' mean?</b><br><b>What is migration?</b><br><b>What is multiculturalism?</b><br><b>What is diversity and inclusion?</b> | -to understand what people mean when they say they are from somewhere or ask someone else where they are from.<br>- to understand why there are humans living all over the world and how they got there.<br>-to consider is it racist to ask where someone is from?<br>-to make everyone feel welcome and know that they belong.<br>-to know what is diversity and multiculturalism are.<br>-to understand why there are so many different cultures, heritages and influences in our country. | 'Where I am from' map.<br>A tile to celebrate family heritage. | B&H Ppt and resources |

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|   |                    |  |  | <ul style="list-style-type: none"> <li>-to know why some people come to Britain and some people leave.</li> <li>-to understand why the stories and contributions of Britons with a migrant heritage have not been fully celebrated and acknowledged in the past.</li> <li>-to understand what effect it has on people if their stories are ignored.</li> </ul>   |  |                       |
| 6 | Spring 1<br>Unit 2 | <p>Drugs and Alcohol Education<br/>'Keeping Healthy and safe'</p> <p><b>X3 lessons</b></p> | <b>What do I know about Drugs, Alcohol, Tobacco and the law?</b>                 | <ul style="list-style-type: none"> <li>-explores everyday healthy choices</li> <li>-learns abouts drugs and medicines and UK law.</li> <li>-knows the effects and risks of cannabis.</li> <li>-understands who influences their choices.</li> <li>-understands how to stand their ground and resist peer pressure safely.</li> <li>-knows how get help for themselves or anyone they are worried about.</li> </ul>   | Responses from problem pages scenarios | B&H Ppt and resources |
| 6 | Summer 1<br>Unit 1 | <p><b>Relationships</b><br/>Loss &amp; Bereavement</p> <p><b>X2 lessons</b></p>            | <b>How can we cope with loss and bereavement?</b>                                | <ul style="list-style-type: none"> <li>-explore the concepts of loss and bereavement and coping strategies.</li> </ul>   |  | B&H Ppt and resources |
| 6 | Summer 1<br>Unit 2 | <p><b>Protective behaviours</b><br/>Feeling good feeling safe</p> <p><b>X4 lessons</b></p> | <b>How is having respect for other people's identity linked to feeling safe?</b> | <p>I understand that people don't show their feelings for a range of reasons.</p> <p>I understand the difference between safe and unsafe risks and how to handle them.</p> <p>I know I need to ask and receive permission for some types of touch know when physical contact is unwanted and I know ways of resisting it.</p>  |  | B&H Ppt and resources |
| 6 | Summer 2<br>Unit 1 | <p>Relationship and sex education</p> <p><b>X4 lessons</b></p>                             | <b>What is body image?</b>   | <ul style="list-style-type: none"> <li>-to recap and consolidate understanding of the changes at puberty for most girls and most boys.</li> <li>-to explore body image, growing critical thinking skills related to body image and the media.</li> <li>-to reflect on positive friendships online and face to face.</li> <li>-to clarify what is safe to share online.</li> <li>-to know the different ways human babies begin and how are they are born.</li> </ul> | Outcome by lesson                      | B&H Ppt and resources |

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|  |                    |   |  | -to know some safe websites to find out more information about growing and changing and where to get help.  |  |  |
|  | Summer 2<br>Unit 2 | Changes/<br>transition<br><br><b>X6 lessons</b> | <b>How can I be comfortable moving to my new school?</b> | <ul style="list-style-type: none"> <li>-to explore some of the feelings I am having about moving to secondary school.</li> <li>-to have some ideas about how to deal with these emotions.</li> <li>-to be able to describe my individual identity.</li> <li>-to demonstrate resilience and be able to ask for help.</li> <li>-to be able to communicate effectively and know how to report bullying and cyber-bullying.</li> <li>- to be able to respect and understand that different families have different ideas about freedom.</li> <li>- to consider ways to support and help others with moving on.</li> </ul> |  |  |