

# PSHE and Relationships and Health Education (RHE) Policy



## Harper Bell Seventh-day Adventist Primary School

**Approved by:** Governing Board

**Date:** October 2022

**Next review due by:** As required

**Chair's signature:** Alan Beale.

## **Rationale**

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education. The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils’ mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

## **SCHOOL CONTEXT and KEY PRINCIPLES**

Our school community comes from a wide and diverse society. A large proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support focused on wellbeing and academic achievements.

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum.

Our belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in our School. Our approach to RHE therefore is rooted in the Adventist Church’s teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is a loving relationship with God, which embraces all people and creation.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils’ education. Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy,

secure, independent and responsible members of society. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

## **AIMS AND OBJECTIVES**

Through the provision outlined in this policy we aim:

- To raise pupils' self-esteem and confidence,
- To promote a healthy and safe lifestyle, by teaching them how to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it.
- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life
- To help pupils move more confidently and responsibly into and through adolescence
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs.

Relationships Education provides a foundation for further work at secondary school

## **SEX EDUCATION**

Harper Bell Seventh-day Adventist Governing body has decided following consultation with parents, that sex education will only be taught in the context of the National Curriculum for Science. Parents do not have a right to withdraw their child from these lessons

## **POLICY DEVELOPMENT AND CONSULTATION**

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

## **Relationships and Health Education**

At Harper Bell Adventist School understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the schools policy on that subject is explained further below).

Science Curriculum Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

**In Key Stage 1 (yrs 1 – 2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**In Key Stage 2 (yrs 3 – 6) children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions.
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

**AREAS OF RESPONSIBILITY:**

**Governors**

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

**Head Teacher**

- Ensure that RSHE is taught consistently across the school.
- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy

**Teaching Staff**

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice

- Liaise with the governors on the teaching of RSHE and (Sex Education) in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures
- Respond to the needs of pupils, following the school's usual procedures on SPECIFIC ISSUES
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

**THE Curriculum will reflect the school philosophy and ethos to encourage the following values:**

Respect for self

Respect for others

Responsibility for own actions

Responsibility for family, friends, school and the community

**CONTENT OF PROGRAMME - PRIMARY**

Our PSHE and Relationship and Health Education curriculum has been developed through progressive units beginning from Year 1 to Year 6 (Please see unit specifics in appendix).

**Planning and delivery of programme**

- This scheme of work has been planned by school staff and supporting external agencies
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected.
- The discrete puberty programme will be taught in Years 5 & 6
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school.
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated.
- Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning.

**Confidentiality**

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

**Changing Facilities for Physical Education; Upper Key Stage 2**

In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem.

**Use of External Providers [if required]**

External providers will be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated.

**Answering Difficult Questions**

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives.

- The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised will be discussed with a senior leader or DSL, depending on the concern.

## **WORKING WITH PARENTS**

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place. Parents will be consulted when this Relationship and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with the head teacher.

## **PARENT WITHDRAWAL**

Parents have a right to withdraw their child from sex education lesson(s) but not from Relationships and Health Education lessons. Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project but this would be discussed on an individual basis. Any complaints will be addressed through the school's complaints procedure.

## **PROVISION FOR MENSTRUATION**

Named role or person will be available to support pupils and will have all the necessary resources. Sanitary disposal units are situated in the girls' toilets.

## **Other related documents & Policies**

- Education Act 2002
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child

## **EQUAL OPPORTUNITIIES**

The school's Relationships and Health Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

**MONITORING AND EVALUATION**

This policy will be managed by the PSHE Co-ordinator/Science Coordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board. The policy will be reviewed annually.

**DISSEMINATION OF THE POLICY**

A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a fully copy on request. The policy will be communicated to all staff and governors.

**RATIFIED BY**

**PSHE Lead ..... DATE .....**

**Head Teacher..... DATE .....**

**Governor .....DATE .....**

**REVIEW DATE ..... (Annually)**

## Appendix

### Unit specifics - Mandatory units are \*

#### RECEPTION Autumn 1: New Beginnings, EYFS

Lesson number	Core content
1 Starting school	<p><b>Lesson objective</b> To know that my feelings change in different environments.</p> <p><b>Learning Outcome</b> By the end of this lesson, children will be able to positively manage their feelings when they start school and will paint different coloured faces to show emotions.</p>
2 My pledge	<p><b>Lesson Objective</b> To know the importance of following rules.</p> <p><b>Learning Outcome</b> By the end of this lesson, children will be able to understand that good behaviour means following rules. They will orally promise how to follow the rules and share a game.</p>
3 I give what I expect in return	<p><b>Lesson Objective</b> To know how to be kind and show respect to others.</p> <p><b>Learning Outcome</b> By the end of this lesson, children will create a sequence of gestures to show respect and kindness.</p>
4 I love you for you	<p><b>Lesson Objective</b> To know what makes a good friend.</p> <p><b>Learning Outcome</b> By the end of this lesson, children will understand the features of a good friendship and will create a friendship bracelet identifying a friend's positive characteristics</p>
5 A problem shared is a problem halved	<p><b>Lesson Objective</b> To know how to solve a problem with my friends.</p> <p><b>Learning Outcome</b> By the end of this lesson, children will be able to learn different ways to resolve minor conflicts</p>

#### Autumn 2: Staying Safe, EYFS

Lesson number	Core content
1 Stranger danger	<p><b>Lesson objective</b> To recognise safe and unsafe adults and their roles</p> <p><b>Learning Outcome</b> By the end of this lesson, children will be aware of strangers and what to do in a situation with a stranger. They will learn a signal/gesture to warn others if in danger</p>
2	<p><b>Lesson Objective</b></p>



<b>D is for danger online</b>	To know that there are dangers online  <b>Learning Outcome</b> By the end of this lesson, children will have an understanding of bad online material and will know what to do when they view something bad online.
<b>3</b> <b>Make my home my castle</b>	<b>Lesson Objective</b> To know that there are dangers in the home  <b>Learning Outcome</b> By the end of this lesson, children will be able to recognise dangers in the home and why. They will create a poster of items to stay away from in the house
<b>4</b> <b>Fire burns!</b>	<b>Lesson Objective</b> To be aware of dangers around fire  <b>Learning Outcome</b> By the end of this lesson, children will be able to understand dangers around fires and fireworks. They will create a visual of how to keep safe around fire.
<b>5</b> <b>Stop. Look. Listen</b>	<b>Lesson Objective</b> To recognise that there are dangers when playing outdoors.  <b>Learning Outcome</b> By the end of this lesson, children will be able to have an understanding how to keep safe outdoors. They will create a model of the environment and things you need to stay away from (beach, canal, pond, train)

### Spring 1: Food, Glorious Food, EYFS

Lesson number	Core content
<b>1</b> <b>Healthy foods</b>	<b>Lesson objective</b> To recognise foods that are healthy and unhealthy.  <b>Lesson Outcome</b> By the end of this lesson, children will be able to sort foods into healthy and unhealthy categories. They will know which foods are healthy and unhealthy.
<b>2</b> <b>Unhealthy Foods</b>	<b>Lesson Objective</b> To know why some foods are unhealthy.  <b>Lesson Outcome</b> By the end of this lesson, children will know that frying and adding sugar make food unhealthy. They will be able to recognise the effects of sugar and frying to their health.
<b>3</b> <b>Making the right choices</b>	<b>Lesson Objective</b> To be able to select a healthy food alternative.  <b>Lesson Outcome</b> By the end of this lesson, children will understand the importance of making a healthy choice when choosing a snack and will know which snack is the healthier option.
<b>4</b>	<b>Lesson Objective</b>

<b>Healthy snacking</b>	To make a healthy snack.  <b>Lesson Outcome</b> By the end of this lesson, children will be able to follow a recipe and make a healthy snack.
<b>5</b> <b>Balanced plate</b>	<b>Lesson Objective</b> To know that we need to have variety in our diet to be healthy.  <b>Lesson Outcome</b> By the end of this lesson, children will know that variety and balance are important for a healthy diet. They will make a rainbow plate.
<b>6</b> <b>Fitness games</b>	<b>Lesson Objective</b> To know that keeping fit is important when keeping healthy.  <b>Lesson Outcome</b> By the end of this lesson, children will learn a set of rules for a new fitness game. They will know how to follow a set of rules to a game. They will play a game with a group by keeping a distance.
<b>7</b> <b>Healthy hearts</b>	<b>Lesson Objective</b> To know that doing exercise keeps the heart healthy.  <b>Lesson Outcome</b> By the end of this lesson, children will be able to identify a pulse and state which exercises keep your heart healthy.

### Spring 2: Squeaky clean, EYFS

<b>Lesson number</b>	<b>Core content</b>
<b>1</b> <b>Squeaky clean</b>	<b>Lesson Objective</b> To understand the need to wear clean clothes.  <b>Learning Outcome</b> By the end of this lesson, children will be able to explain why it's important to wear clean clothes and will create a visual of dirty and clean clothes
<b>2</b> <b>Singing a song of soap</b>	<b>Lesson Objective</b> To know the need to keep your body clean  <b>Learning Outcome</b> By the end of this lesson, children will be able to understand the importance of keeping your body clean. They will learn a song that will remind them of the steps to take
<b>3</b> <b>Hidden germs</b>	<b>Lesson Objective</b> To show an awareness of hidden germs  <b>Learning Outcome</b> By the end of this lesson, children will be able to: -recognise there are some germs that are hidden -know where to find the hidden germs -follow instructions on keeping themselves clean
<b>4</b> <b>Brush your teeth</b>	<b>Lesson Objective</b> To learn about the importance of brushing your teeth  <b>Learning Outcome</b>

	By the end of this lesson, children will know about good oral hygiene and will create a timer to use for brushing.
<b>5</b>  <b>Flush and wash</b>	<b>Lesson Objective</b> To learn the steps of staying clean when going to the toilet.  <b>Learning Outcome</b> By the end of this lesson, children will know how to stay clean when visiting the toilet and will create a visual prompt
<b>6</b>  <b>A grateful heart</b>	<b>Lesson Objective</b> To recognise all the things that we are grateful for  <b>Learning Outcome</b> For the end of the term, pupils will reflect on all that they're grateful for. To create a heart and populate it with all the things you're grateful for

## Summer 1 Part 1: Circle of love, EYFS

Lesson number	Core content
1 <b>Who is in your family?</b>	<b>Lesson objective</b> To identify the people in my family <b>Learning Outcome</b> By the end of this lesson, children will be able to identify members of their family and create a family tree
2 <b>Different Families</b>	<b>Lesson Objective</b> To identify different types of families (Only extended and new additions) <b>Learning Outcome</b> By the end of this lesson, children will be able to identify different types of families including extended families and new additions. They will create a hamper to share with the new addition in your home
3 <b>Love for pets</b>	<b>Lesson Objective</b> To understand that animals need love too. <b>Learning Outcome</b> By the end of this lesson, children will understand that pets are part of the family and are loved very much. They will design and create a toy for a pet.

## Summer 1: Part 2 Circle of Trust, EYFS

Lesson number	Core content
1 <b>My caring community</b>	<b>Lesson Objective</b> To know that I am part of a community. <b>Lesson Outcome</b> By the end of this lesson, children will be able to identify different communities they belong to. They will draw a picture of themselves belonging to different communities.
2 <b>Community Heroes</b>	<b>Lesson Objective</b> To identify the heroes in the community. <b>Lesson Outcome</b> By the end of this lesson, children will be able to identify the role of community heroes. They will list and talk about the community heroes.
3 <b>Wider world</b>	<b>Lesson Objective</b> To know that I play a role in the wider community. <b>Lesson Outcome</b> By the end of this lesson, children will be able to identify how they are part of the wider community to help develop a sense of belonging.

## Summer 2: Part 1: The circle of life, EYFS

Lesson number	Core content
1 <b>My growing journey</b>	<b>Lesson Objective</b> To know that all humans grow into adulthood. <b>Lesson Outcome</b> By the end of this lesson, children will be able to recognise the different stages a human goes through when growing into an adult. They will be able to label and explain the different stages of growth in humans.
2 <b>Let's roll with the changes</b>	<b>Lesson Objective</b> To recognise the changes that growth brings on the human body. <b>Lesson Outcome</b>

	By the end of this lesson, children will know that people's bodies change with age. They will be able to identify the different changes of the human body.
<b>3</b> <b>The circle of life</b>	<b>Lesson Objective</b> To know that all living things cannot live forever. <b>Lesson Outcome</b> By the end of this lesson, children will have a better understanding of loss and how to deal with it.
<b>4</b> <b>I'll always be with you</b>	<b>Lesson Objective</b> To understand the different reasons our loved ones leave. <b>Lesson Outcome</b> By the end of this lesson, children will understand that when people leave, they are still loved by them. They will write a message in a balloon.

### Summer 2: Part 2: Same and different, EYFS

Lesson number	Core content
<b>1</b> <b>The human race</b>	<b>Lesson Objective</b> To understand we all look different. <b>Lesson Outcome</b> By the end of this lesson, children will have a wider understanding of different races in the world. They will sing a song to celebrate how we are the same.
<b>2</b> <b>Festival and fun</b>	<b>Lesson Objective</b> To learn about different festivals. <b>Lesson Outcome</b> By the end of this lesson, children will know a variety of festivals celebrated around the world. They will create a celebratory card for a festival.
<b>3</b> <b>Dress to impress</b>	<b>Lesson Objective</b> To understand that people dress differently. <b>Lesson Outcome</b> By the end of this lesson, children will know about different clothing from around the world. They will use different clothing from the house and dress like somebody from another country.
<b>4</b> <b>Languages of the world</b>	<b>Lesson Objective</b> To know that there are different spoken languages from around the world. <b>Lesson Outcome</b> By the end of this lesson, children will know some phrases from a different language. They will be able to say and remember them.
<b>5</b> <b>Food across the globe</b>	<b>Lesson Objective</b> To explore different foods from around the world. <b>Lesson Outcome</b> By the end of this lesson, children will be able to recognise different types of foods and follow a recipe to create a new dish.
<b>6</b> <b>Home is where your hat is</b>	<b>Lesson Objective</b> To recognise different types of homes. <b>Lesson Outcome</b> By the end of this lesson, children will know and name different types of homes and will create a model of a home.
<b>7</b> <b>Religion is hope</b>	<b>Lesson Objective</b> To understand the different religions from around the world. <b>Lesson Outcome</b> By the end of this lesson, children will be able to recognise the four major religions of the world and create a symbol that encompasses all four religions.

## Key Stage 1

### Mandatory \* Autumn 1: ME, YOU and US

Lesson number	Core content
<b>1</b> <b>All about me</b>	<b>Lesson Objective</b> To identify special things about me. <b>Learning Outcome</b> By the end of this lesson, pupils will be able to use an enchanted mirror that looks at a person's personality. They will list special things about themselves.
<b>2</b> <b>One big family</b>	<b>Lesson Objective</b> To describe similarities and differences between themselves and others. <b>Learning Outcome</b> By the end of this lesson, pupils will show their understanding by creating a paper doll chain with key words highlighting similarities and differences.
<b>3</b> <b>My hobbies</b>	<b>Lesson Objective</b> To identify groups I belong to. <b>Learning Outcome</b> By the end of this lesson, pupils will be able to identify a range of groups. They will use a body outline and label it with groups they belong to e.g. class, school, sports etc.
<b>4</b> <b>Team player</b>	<b>Lesson Objective</b> To identify roles within a group. <b>Learning Outcome</b> By the end of this lesson, pupils will be able to create a 'job sheet' for specific roles within a group e.g. leader, member, friend.
<b>5</b> <b>Community care</b>	<b>Lesson Objective</b> To describe what it's like being part of a group. <b>Learning Outcome</b> By the end of this lesson, pupils will be able to describe a good and bad experience they have had within a group e.g. being left out and add solutions. They will be able to identify highs and lows of being in a group.
<b>6</b> <b>Belonging</b>	<b>Lesson Objective</b> To explain what is special about groups I belong to. <b>Learning Outcome</b> By the end of this lesson, pupils will be able to create a memory pot with things you have experienced within a group e.g. special people, special places. They will be able to identify the highlights of being part of a group.

**MANDATORY\*** Autumn 2: Part 1: Forever Friends, Key Stage 1

Lesson number	Core content
1 <b>Who am I?</b>	<p><b>Lesson Objective</b> To recognise my actions can affect others.</p> <p><b>Learning Outcome</b> By the end of this lesson, pupils will be able to draw their perfect friend and include good traits e.g. listening, caring, sharing etc. They will realise every action has a consequence, both positive and negative.</p>
2 <b>That's not fair!</b>	<p><b>Lesson Objective</b> To identify what is fair and unfair.</p> <p><b>Learning Outcome</b> By the end of this lesson, pupils will be able to -sort scenarios into fair and unfair e.g. sharing toys (fair), leaving someone out of a game (unfair). They will know the difference between kind and unkind acts.</p>
3 <b>Forever Friends</b>	<p><b>Lesson Objective</b> To identify when people are being unkind to them or others.</p> <p><b>Learning Outcome</b> By the end of this lesson, pupils will be able to describe how to respond, who to tell and what to say. They can identify unkind traits and know how to deal with them</p>
4 <b>Listening ears</b>	<p><b>Lesson Objective</b> To develop strategies to listen to others.</p> <p><b>Learning Outcome</b> By the end of this lesson, pupils will be able to: -know the rules of a good listener -use good listening skills when working and playing with others cooperatively -develop strategies to resolve a simple argument.</p>

**MANDATORY\*** Autumn 2 Part 2: Happy families - Key Stage 1

Lesson number	Core content
1 <b>My special people</b>	<p><b>Lesson Objective</b> To identify my special people and how they care for me.</p> <p><b>Lesson Outcome</b> By the end of this lesson, pupils will be able to: - identify their special people (parent, carer, grandparent, relatives, friends, teachers) -draw around their hand and write their special people on each finger. -list how special people care for them (cook, clean, clothes that fit, take me to nice places).</p>
2 <b>My family network</b>	<p><b>Lesson Objective</b> To identify who I can ask for help.</p> <p><b>Lesson Outcome</b> By the end of this lesson, pupils will be able to create a safety pod with information on whom they can ask for help. They can identify key people who will help and how.</p>
3 <b>My special circles</b>	<p><b>Lesson Objective</b> To identify groups that I belong to.</p> <p><b>Lesson Outcome</b> By the end of this lesson, pupils will be able to identify groups and how they feel being part of a group. They will create circles, naming groups they belong to e.g. class, school, sports.</p>
4 <b>One big family</b>	<p><b>Lesson Objective</b> To identify how families are different.</p> <p><b>Lesson Outcome</b> By the end of this lesson, pupils will be able to create a world filled with different families and know this is OK.</p>

**MANDATORY\*** Spring 1: I know my rights! Key Stage 1

Lesson number	Core content
1 <b>Same or different?</b>	<p><b>Learning Objective</b> To identify and respect the differences and similarities between people.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: - to identify the differences and similarities between people. - show tolerance towards people with differences to them -create a Venn diagram about themselves and another person.</p>
2 <b>We have rights!</b>	<p><b>Learning Objective</b> To understand that we all have rights.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will: - know their rights. - understand the importance of sharing and returning things that are borrowed. - create a roll on the wall to demonstrate their understanding</p>
3 <b>We are all responsible!</b>	<p><b>Learning Objective</b> To understand that we all have responsibilities.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: -recall our rights. -know our responsibilities. -understand how to protect others' bodies and feelings -add new learning to the roll on the wall from the previous week.</p>
4 <b>Stand up to bullying!</b>	<p><b>Learning Objective</b> To develop strategies to resist teasing or bullying.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will: -identify what bullying means -know strategies against bullying - know who to report bullying to and how to help. -create a leaflet, poster, screenplay or comic strip about anti - bullying.</p>
5 <b>Safety first!</b>	<p><b>Learning Objective</b> To understand rules of keeping safe online.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able: -identify online safety rules -explain how to be responsible online - create a rhyme, poem, slogan or quote to help people remember the safety tips.</p>
6 <b>Online heroes</b>	<p><b>Learning Objective</b> To know how to keep yourself and others safe online.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: -recall the safety tips -recognise when to say 'yes' , 'no', 'I'll ask' and 'I'll tell' -create a poster about online rules.</p>

Spring 2: Healthy isn't a goal, it is a lifestyle! Key Stage 1

Lesson number	Core content
1 <b>Health is wealth</b>	<p><b>Learning Objective</b> To explain what it means to be healthy and why it is important.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: -understand what being healthy means. -define ways of being healthy.</p>



	-identify what prevents people from being healthy.
<b>2</b> <b>I feel good</b>	<b>Learning Objective</b> To know how to look after myself. <b>Learning outcomes</b> By the end of this lesson, pupils will be able to: -understand why hygiene is important. -identify different hygiene routines which help them stay healthy - understand the importance of sleep and how it contributes to wellbeing. -understand why mental wellbeing is important. -talk about how they look after themselves.
<b>3</b> <b>Bye Sugar</b>	<b>Learning Objective</b> To know the difference between healthy and unhealthy foods. <b>Learning outcomes</b> By the end of this lesson, pupils will be able to identify: - healthy foods and explain why they are healthy - unhealthy foods and explain why they are unhealthy - how to spot foods with high sugar levels and how to decide intake. - know that sugary foods contribute to an unhealthy lifestyle - know that eating healthy foods helps to maintain a healthy lifestyle.
<b>4</b> <b>Healthy Helpers</b>	<b>Learning Objective</b> To identify people who can help me to stay healthy. <b>Learning Outcomes</b> By the end of the lesson, pupils will: - identify the roles of people who can help me to stay healthy - know that people such as, parents, doctors, nurses, dentists, lunch supervisors help keep us healthy.
<b>5</b> <b>Fun in the Sun</b>	<b>Learning Objective</b> To be able to keep yourself safe in the sun. <b>Learning Outcomes</b> By the end of the lesson, pupils will: - know why you need to keep yourself safe in the sun. - be able to identify which products will protect you from the sun.

**MANDATORY\*** Summer 1 Part 1: Stop the spread, Key Stage 1

Lesson number	Core content
<b>1</b> <b>Health Hero!</b>	<b>Learning Objective</b> To understand how to maintain a healthy lifestyle. <b>Learning Outcomes</b> By the end of this lesson, pupils will know the benefits of: - physical activity - rest - healthy eating - dental health. They will create a video or instructions about one of the following: 1. Physical activity (exercises, games) 2. Rest (yoga, meditation) 3. Dental health (brushing teeth)
<b>2</b> <b>Healthy hands are happy hands.</b>	<b>Learning Objective</b> To understand the importance of and how to maintain personal hygiene. <b>Learning Outcomes</b> By the end of this lesson, pupils will: -know how to maintain personal hygiene. -understand the importance of handwashing.

	<ul style="list-style-type: none"> <li>-know how to avoid the spreading of bacteria and viruses</li> <li>-carry out science experiment to show why soap is important.</li> </ul>
<b>3</b> <b>Catch it, bin it, kill it!</b>	<p><b>Learning Objective</b> To understand how some diseases are spread and can be controlled.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will know:  <ul style="list-style-type: none"> <li>-know some diseases.</li> <li>-how some diseases can be spread.</li> <li>-how to control this spread.</li> <li>-create a poster informing people how to stop the spread.</li> </ul> </p>
<b>4</b> <b>Helpful but harmful.</b>	<p><b>Learning Objective</b> To understand that household products and medicines can be harmful.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to:  <ul style="list-style-type: none"> <li>-name some household products.</li> <li>-name some medicines.</li> <li>- identify if something is safe.</li> <li>- recognise some signs and symbols.</li> <li>-design packaging for a new medicine or household product with safety tips.</li> </ul> </p>

**MANDATORY\* Summer 1 Part 2: It's OK not to be OK! Key Stage 1**

Lesson number	Core content
<b>1</b> <b>Inside out.</b>	<p><b>Learning Objective</b> To be able to communicate feelings and respond to others.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will  <ul style="list-style-type: none"> <li>-know different ways to communicate their feelings</li> <li>-recognise how others are feeling</li> <li>-know some ways to respond to others feelings</li> <li>-identify how the people are feeling in the pictures</li> <li>- explain how you would respond to them.</li> </ul> </p>
<b>2</b> <b>Cool down corner</b>	<p><b>Learning Objective</b> To be able to recognise and manage different feelings.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will:  <ul style="list-style-type: none"> <li>-identify good and not so good feelings</li> <li>-develop a vocabulary to describe their feelings to others</li> <li>-develop simple strategies for managing feelings</li> <li>-create a cool down corner</li> <li>-label your items with a short explanation.</li> </ul> </p>
<b>3</b> <b>There's always a way to turn things around.</b>	<p><b>Learning Objective</b> To recognise different types of bullying.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will:  <ul style="list-style-type: none"> <li>-know the different types of bullying (physical, emotional and mental)</li> <li>-understand that all types of bullying are not acceptable</li> <li>-know bullying can also be online</li> <li>-remember that they are a joy from inside out and angry is bullying sadness</li> <li>- write to Angry to stop him bullying</li> <li>-write to Sadness to comfort her.</li> </ul> </p>
<b>4</b> <b>Understanding adults.</b>	<p><b>Learning Objective</b> To know who to go to if you are worried about yourself or others.</p> <p><b>Learning Outcomes</b></p>

	<p>By the end of this lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- name people who could help you</li> <li>- know different ways to ask people for help</li> <li>- create a poster informing children about who they could ask for help and how.</li> </ul>
<p><b>5</b></p> <p><b>Keep calm and carry on.</b></p>	<p><b>Learning Objective</b> To be able to design an object to help you manage your feelings.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will:</p> <ul style="list-style-type: none"> <li>- know ways of keeping calm</li> <li>- identify materials you find relaxing</li> <li>- identify activities that make you feel calm and relaxed</li> <li>-list materials or items that make you happy</li> <li>-design an item with labels</li> <li>-make the item</li> </ul>

**MANDATORY\* Summer 2: Stop, Think, Stay Safe! Key Stage 1**

Lesson number	Core content
<p><b>1</b></p> <p><b>A private life is a happy life</b></p>	<p><b>Learning Objective</b> To understand what is meant by 'privacy'.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will:</p> <ul style="list-style-type: none"> <li>-know the meaning of privacy</li> <li>-understand rights to keep things private</li> <li>-know the importance of respecting others' privacy</li> <li>-sort statements into private and things they can share.</li> </ul>
<p><b>2</b></p> <p><b>Surprise!</b></p>	<p><b>Learning Objective</b> To understand the difference between keeping secrets and nice surprises.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will:</p> <ul style="list-style-type: none"> <li>-understand what a secret is</li> <li>-understand what a nice surprise is</li> <li>-know the importance of not keeping secrets that make them feel negative feelings</li> <li>-write a secret that they would tell their best friend or a family member and put it in an envelope for them</li> <li>-write a nice surprise that they would like to do for someone and give it to someone who can help you.</li> </ul>
<p><b>3</b></p> <p><b>Say no!</b></p>	<p><b>Learning Objective</b> To know what kind of physical contact is acceptable and unacceptable.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will know:</p> <ul style="list-style-type: none"> <li>-what physical contact is</li> <li>-the difference between acceptable and unacceptable</li> <li>-the difference between comfortable and uncomfortable</li> <li>-how to respond to these different types of physical contact</li> <li>-draw a picture of themselves and colour the different parts of their body that are acceptable and comfortable for people to touch.</li> </ul>

<p>4</p> <p><b>Local heroes</b></p>	<p><b>Learning Objective</b> To identify the special people who work in our community.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: -name people who are special people that work in our community -identify who looks after them and protects them -identify how they are protected -match the 'special people' with their equipment that they need to help people -write a short explanation of what each of them do.</p>
<p>5</p> <p><b>999 what's your emergency?</b></p>	<p><b>Learning Objective</b> To know how people contact the emergency services.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will: -know the number to call in an emergency -know what to say to the person on the phone -complete a role play a phone call to one of the emergency services with your parents or siblings.</p>

## Key Stage 2

### MANDATORY\* Autumn 1: All around me, Key Stage 2

Lesson number	Core content
<p>1</p> <p><b>Community Care</b></p>	<p><b>Learning Objective</b> To understand the meaning and the benefits of living in a community.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: - understand what a community is and be able to define the term. -list down a variety of benefits about their community. -create a shield of arms to represent their community.</p>
<p>2</p> <p><b>I roll with my role</b></p>	<p><b>Learning Objective</b> To understand my role and responsibility within my community.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: -understand their role within the community and will create a charter which illustrates their role within a community i.e. school, sports clubs etc.</p>
<p>3</p> <p><b>We are a jigsaw</b></p>	<p><b>Learning Objective</b> To recognise the different groups that make up and contribute to a community.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will know that: -they can belong to a range of communities -some communities may have a unique aspect which helps to identify them i.e. school uniform, link to RE – Sikhism 5ks They will draw a body and write down all the communities that they are involved in inside their body and write down all the communities they would like to join on the outside of their body.</p>
<p>4</p> <p><b>Help is on hand</b></p>	<p><b>Learning Objective</b> To understand that there are individuals and groups that help the local community.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to identify individuals and groups that help the community and explain how they help. They will write a letter thanking people within their community.</p>

<p><b>5</b></p> <p><b>My pledge of allegiance</b></p>	<p><b>Learning Objective</b> To understand the need for rules and laws in society.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: Understand that rules and laws have been put into place for a reason. They will write their ten commandments that every citizen must follow.</p>
<p><b>6</b></p> <p><b>I have a dream</b></p>	<p><b>Learning Objective</b> To identify what human rights are and how they protect people.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: understand the rights that we have as human beings. They will create a poster demonstrating human rights and what it is.</p>
<p><b>7</b></p> <p><b>I have rights</b></p>	<p><b>Learning Objective</b> To identify basic human rights including the rights of children.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will understand that they have rights as children. They will write a letter to the United Nations pleading with them to ensure that all children are given the right to education.</p>

### Autumn 2: Keeping safe, Key Stage 2

Lesson number	Core content
<p><b>1</b></p> <p><b>Beautiful Explosion! Bang! Crackle! Boom!</b></p>	<p><b>Learning Objective</b> To be responsible for our own personal safety in relation to Bonfire Night</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will: - To know where bonfire night originated from - To understand what is meant by a hazard To demonstrate how to hold a sparkler safely. To understand the stop, drop and roll technique -be aware of how to keep themselves safe. -produce a warning poster for Bonfire Night</p>
<p><b>2</b></p> <p><b>Hazard Spotting</b></p>	<p><b>Learning Objective</b> To be able to recognise hazards within the home and school</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will: - understand what constitutes as a hazard - practise spotting hazards and how to overcome them - identify common hazards in the home. -complete a risk assessment of a particular room of choice.</p>
<p><b>3</b></p> <p><b>King of the road</b></p>	<p><b>Learning Objective</b> To know the green cross code.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will: - understand everyday hazards we may take for granted such as crossing a road - explore some road safety signs/markings - identify the risks linked to road traffic - produce a poster/information leaflet on road safety</p>
<p><b>4</b></p> <p><b>Fire Kills</b></p>	<p><b>Learning Objective</b> To demonstrate knowledge of fire safety within the home.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: - state some common reasons why fires happen in the home.</p>

	<ul style="list-style-type: none"> <li>- identify measures that can help prevent fires in the home</li> <li>- understand the need for smoke alarms in the home.</li> <li>- write a letter to the local fire chief persuading him to fit smoke alarms in every home</li> </ul>
<b>5</b> <b>Rules Rule!!!</b>	<p><b>Learning Objective</b> To understand how rules are made and why they are important.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will:</p> <ul style="list-style-type: none"> <li>- explore some examples of safety rules</li> <li>- identify who implements safety rules and why</li> <li>- understand why it is importance to following safety rules</li> <li>- make a list of some examples of who would use safety rules</li> <li>- take a scenario and create a set of safety rules</li> </ul>

**MANDATORY\* Spring 1: Eat well, live well! Key Stage 2**

Lesson number	Core content
<b>1</b> <b>Life is all about Balance!</b>	<p><b>Learning Objective</b> To learn about what makes a balanced lifestyle.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will:</p> <ul style="list-style-type: none"> <li>- recognise what is meant by a balanced lifestyle.</li> <li>-understand that the choices we make will help us to live a healthy lifestyle.</li> <li>-create a poster/leaflet which will demonstrate how to live a healthy lifestyle i.e. through diet, sleep and exercise.</li> </ul>
<b>2</b> <b>Food Glorious Food!</b>	<p><b>Learning Objective</b> To know what a balanced diet looks like.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>-recognise what is included in a balanced diet.</li> <li>-know which foods to include and which to avoid in order to live a healthy lifestyle.</li> <li>-write a letter in the role of a healthy food persuading someone to eat them instead of the evil chocolate bar!</li> </ul>
<b>3</b> <b>Time to get active!</b>	<p><b>Learning Objective</b> To understand the importance of exercise.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>-understand they need to perform one hour of exercise every day.</li> <li>-realise the importance of exercise on their physical and mental wellbeing.</li> <li>-create a timetable of when and where they will exercise throughout the week</li> </ul>
<b>4</b> <b>My own workout!</b>	<p><b>Learning Objective</b> To create a workout routine which I can implement into my own life.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>· understand the different types of exercises that they can do daily</li> <li>· will create a workout routine video.</li> </ul>
<b>5</b> <b>Images in the media</b>	<p><b>Learning Objective</b> To understand that images in the media do not reflect reality.</p> <p><b>Learning Outcomes</b> By the end of this lesson, pupils will be able to:</p>

	<ul style="list-style-type: none"> <li>-explain that images in the media may be changed or adapted and may not be true to its true image.</li> <li>- identify why an image might be changed i.e. to sell something.</li> <li>-understand that they do not need to look like someone they may come across through the media and feel comfortable in their own skin.</li> <li>-write a letter to someone that they know telling them they are beautiful just as they are.</li> </ul>
<b>6</b>  <b>Pearly Whites</b>	<b>Learning Objective</b> To understand the importance of oral hygiene and dental care <b>Learning Outcomes</b> By the end of this lesson, pupils will: <ul style="list-style-type: none"> <li>-demonstrate good brushing and flossing</li> <li>- understand the importance of regular dental checks</li> <li>-understand the importance of maintaining oral hygiene</li> <li>-design and create an advert on the benefits of a good toothpaste and toothbrush</li> </ul>

### Spring 2: Yes! It's our world, our wonderful world! Key Stage 2

Lesson number	Core content
<b>1</b>  <b>Water/H2O</b>	<b>Learning Objective</b> To understand the importance of water and its many uses. <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"> <li>- explore some ways in which we use water</li> <li>- demonstrate knowledge of how we can save water</li> <li>- describe the use of water in our everyday lives</li> <li>- create a poster for your bathroom/kitchen encouraging members of the family to reduce water usage</li> </ul>
<b>2</b>  <b>Reuse Reduce Recycle - RRR</b>	<b>Learning Objective</b> To learn about reusing, recycling and reducing <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"> <li>- describe the meaning of the 3 R's</li> <li>- learn what can be reused/reduced/recycled in the home</li> <li>- produce a bedroom door sign made from recycled paper</li> </ul>
<b>3</b>  <b>Be better and do more!</b>	<b>Learning Objective</b> To understand what climate change is and the causes and effects <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"> <li>-explain what climate change means</li> <li>-understand the causes and effects</li> <li>-use their voice to influence the adults around them.</li> </ul> They will write a letter to a local shop persuading them to reduce the amount of produce they get from abroad and explain the benefits of using local produce and how their actions are negative
<b>4</b>  <b>Biodiversity</b>	<b>Learning Objective</b> Through exploration of the coral reef and rainforest, pupils will learn about Biodiversity and its importance <b>Learning Outcomes</b> By the end of this lesson, pupils will: <ul style="list-style-type: none"> <li>-understand what an eco-system is</li> <li>-identify high/low levels of Biodiversity from a source.</li> <li>-plan strategies on Biodiversity strategies in our world</li> <li>-demonstrate their knowledge of the importance by writing a letter.</li> </ul> They will show their understanding by writing a poem to Great on Biodiversity
<b>5</b>  <b>Fair Trade</b>	<b>Learning Objective</b> To understand the concept of fair trade and why it is important <b>Learning Outcomes</b> By the end of this lesson, pupils will: <ul style="list-style-type: none"> <li>-identify and recognise the fair trade stamp on food packets</li> <li>-demonstrate their understanding of the impact of fair trade on workers.</li> <li>-write a persuasive letter to the Head teacher to convince him/her that food brought for lunch and snack times should display a fair trade stamp</li> </ul>

**MANDATORY\*** Summer 1: Come to my aid! Key Stage 2

Lesson number	Core content
<b>1</b>  <b>Minor cuts</b>	<b>Learning Objective</b> To know how to carry out basic first aid for cuts.  <b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: -know the difference between minor and major cuts -know vocabulary related to cuts -be able to carry out first aid for minor cuts -be able to react correctly in relation to a major cut -write step by step instructions on how to apply first aid to a minor cut. - Perform a role play with a sibling or parent.
<b>2</b>  <b>Broken bones</b>	<b>Learning Objective</b> To be able to identify broken bones and know the procedure to follow. <b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: -know the most common broken bones -know how to react if they think someone has broken a bone -be able to identify if a bone may be broken or sprained. -take a picture of them putting a sling on a family member -write a checklist of when to ring 999.
<b>3</b>  <b>Burns</b>	<b>Learning Objective</b> To know how to carry out basic first aid for burns.  <b>Learning Outcomes</b> By the end of this lesson, pupils will be able to: -identify items that could cause a minor burn and a major burn -know the effects of a burn -know the basic treatment for burns -know some types of burns. -know when to contact professional help. -complete a comic strip about someone being burnt and them carrying out the correct steps to help them.
<b>4</b>  <b>Choking</b>	<b>Learning Objective</b> To be able to carry out basic first aid for someone who is choking.  <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: - identify the difference between mild and severe - know the procedure for someone who is mildly choking - know the procedure for someone who is severely choking -watch clips of scenarios and write a brief description of how they would react.
<b>5</b>  <b>Recovery</b>	<b>Learning Objective</b> To be able to complete the recovery position and practise CPR.  <b>Learning Outcomes</b> By the end of the lesson, pupils will: -know when to put someone in the recovery position -understand why we put people in the recovery position. -know how to put people in the recovery position. -know how to deliver hands only CPR -be aware of the basics for CPR with rescue breaths. - write a child-friendly checklist for completing the recovery position and CPR.



<p><b>6</b></p> <p><b>First Aid Kits</b></p>	<p><b>Learning Objective</b> To be able to make a mini first aid kit.</p> <p><b>Learning Outcomes</b> By the end of the lesson, pupils will: -know what a mini first aid kit includes -understand why certain equipment is necessary in a first aid kit -know why it is necessary to keep a first aid kit in a building -know when to use the first aid kit. - list the contents of a mini first aid kit and explain their use.</p>
<p><b>7</b></p> <p><b>The Stethoscope</b></p>	<p><b>Learning Objective</b> To be able to make a homemade stethoscope.</p> <p><b>Learning Outcomes</b> By the end of the lesson, pupil will: -know what a stethoscope does -understand how to use a stethoscope -understand why stethoscopes are important in the medical profession.</p>

### Summer 2: Money Matters- Key Stage 2

Lesson number	Core content
<p><b>1</b></p> <p><b>Employment</b></p>	<p><b>Learning Objective</b> To learn about jobs that people may have from different sectors.</p> <p><b>Learning Outcomes</b> By the end of the lesson, pupils will have: -an understanding of the term 'sector' -an idea of different jobs -create a job vacancy role for any job of their choosing.</p>
<p><b>2</b></p> <p><b>Money, money, money</b></p>	<p><b>Learning Objective</b> To learn about the role of money</p> <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain: -why we need money. -the ways we can pay for things. -the importance of saving money -They will create a money box.</p>
<p><b>3</b></p> <p><b>Growing Money</b></p>	<p><b>Learning Objective</b> To learn what the term 'interest' and 'loan' mean.</p> <p><b>Learning Outcomes</b> By the end of the lesson, pupils will have: -know that by saving money in a bank/building society, people can earn interest. -recognise that by borrowing money in order to buy something, it is known as a 'loan', which usually has a general interest charge, so we pay back more than we borrow. - create a feelings' map of how someone might feel when they borrow money.</p>
<p><b>4</b></p> <p><b>Men and women at work</b></p>	<p><b>Learning Objective</b> To become aware of gender stereotypes related to work To recognise some of the key skills needed to do a job</p> <p><b>Learning Outcomes</b> By the end of the lesson, pupils will understand: -the term 'stereotype' -that no job role is designated to a certain gender. -understand the Equality Act and reference to the 8 protected characteristics. They will create a video explaining that gender is irrelevant and has more to do with the skills and attributes that someone possesses.</p>
<p><b>5</b></p> <p><b>Bullying</b></p>	<p><b>Learning Objective</b> To understand the different types of teasing and bullying and where to get help.</p> <p><b>Learning Outcomes</b></p>

By the end of the lesson, pupils will be able to explain:  
 -the difference in having a joke with friends and how this can impact in a negative way  
 -who to approach for help when dealing with bullying or teasing  
 They create a factsheet for a new person starting school on anti-bullying

**MANDATORY\*** Summer 2: Just say no! Year 6 Transition Unit

Lesson number	Core content
<p><b>1</b></p> <p><b>The importance of friendships</b></p>	<p><b>Learning Objective</b>            To be able to identify what makes a healthy friendship and how they make people feel included.</p> <p><b>Learning Outcomes</b>            By the end of the lesson, pupils will:            -know the difference between a healthy and an unhealthy relationship.            -know some strategies to help someone feel included.            -know the difference between positive and negative friendship traits.            -know how to develop good relationships with others.            -create their own individual perfect friend magic potion.</p>
<p><b>2</b></p> <p><b>Under pressure</b></p>	<p><b>Learning Objective</b>            To be able to understand how peer influence can affect the way people feel or behave.</p> <p><b>Learning Outcomes</b>            By the end of the lesson, pupils will:            - know about peer influence and how it can make people feel or behave.            - understand the impact of the need for peer approval in different situations, including online.            - know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.            - recognise that it is common for friendships to experience challenges.            -Create a storyboard detailing a scenario where a person deals effectively with peer influences</p>
<p><b>3</b></p> <p><b>The fight against allergies, viruses and bacteria.</b></p>	<p><b>Learning Objective</b>            To understand the use of medicines to manage health conditions and prevent illnesses.</p> <p><b>Learning Outcomes</b>            By the end of the lesson, pupils will:            -know how medicines can contribute to health and how allergies can be managed.            -understand that some diseases can be prevented by vaccinations and immunisations.            -know that bacteria and viruses can affect health.            - know how they can prevent the spread of bacteria and viruses with everyday hygiene routines.            -create a diary entry from a child who lived through the Covid-19 outbreak</p>
<p><b>4</b></p> <p><b>Drugs in society</b></p>	<p><b>Learning Objective</b>            To be able to carry out basic first aid for someone who is choking.</p> <p><b>Learning Outcomes</b>            By the end of the lesson, the pupils will be able to:            -understand the risks and effects of different drugs            -state some of the laws relating to drugs common to everyday life and illegal drugs.            - recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs.            - know about the organisations where people can get help and support concerning drug use.            - know how and when to ask for help if they have concerns about drug use.            - design a poster which encourages children to consider the risks associated with drug use.</p>
<p><b>5</b></p> <p><b>Not in our world!</b></p>	<p><b>Learning Objective</b>            To be able to understand the impact of FGM within Britain.</p> <p><b>Learning Outcomes</b>            By the end of the lesson, pupils will:            -know the difference between a custom or practice and physical abuse.            -know that female genital mutilation (FGM) is against British law.            -know what to do and whom to tell if they think they or someone they know might be at risk of FGM.            - write a letter of support to someone who may be experiencing some kind of oppression or physical abuse.</p>