


Lesson Content following the three Core Themes:

- 1. Health and Wellbeing (Healthy Lifestyles, Nutrition and Food, Hygiene, Growing and Changing, Emotions, Keeping Safe)**
- 2. Relationships (Communication, Bullying, Respecting Self and Others, Healthy Relationships)**
- 3. Citizenship (Rules and Responsibilities, Aspirations, Money and Finance, Communities)**

Autumn 1	Spring 1	Summer 1
Clear Messages – Dot, Dot, Dash Listening And Responding – I Hear You Friendship 1 – Best Features Friendship 2 – Circle Times Friendship 3 – Falling out Safe Zone – Self Image add Identity	Connections – Paper Chains Family Links – Family Tree Self Respect – Let's R.O.C.K Identified Strengths 1 – I'm Good at That Identified Strengths 1 – Future Me Safe Zone – Online Reputation/Managing Information	Before Puberty – You've Grown Keeping Clean – Squeaky Clean Illness Prevention - Aaachooo! Religious Views – Faith Findings Rules – I'm In Charge Safe Zone – Copyright and Ownership
Autumn 2	Spring 2	Summer 2
Balanced Approach – Define: Healthy Physical Exercise – Active Kids Lifestyle Choices – It's Your Choice Balanced Diet 1 – Plant or Animal Balanced Diet 2 – Balancing Act Sleep – Sweet Dreams Safe Zone – Online Relationships Safe Zone – Online Bullying	Loss/Separation – Lost! Loss/Separation – Found! Reactions – Frustration! Self Worth – I'm a Marvel Safe Zone – Health, Wellbeing and Lifestyle Safe Zone – Privacy and Security	Sun Safety – Too Hot Beach Safety – Follow the Flags Thinking Ahead – Lesson Planning Taking The Lead – Learning Time Working Together 1 – Name Game Working Together 2 – Build It Up Shared Goals – Better Places

Vocabulary					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Clear Messages – Dot, Dot, Dash</u> communicate, clearly	<u>Balanced Approach – Define: Healthy</u> healthy, lifestyle	<u>Connections – Paper Chains</u> connected, similarities, recognise, respect	<u>Loss/Separation – Lost!</u> reflect, empathise, viewpoint <u>Loss/Separation – Found!</u> reflect, respond, views, feelings	<u>Before Puberty – You've Grown</u> rate, grow, differ, awareness, change	<u>Sun Safety – Too Hot</u> heat stroke, heat exhaustion, dizzy, sweating
<u>Listening And Responding – I Hear You</u> recall, supportive, listening, respond	<u>Physical Exercise – Active Kids</u> recommended, guidelines, physical <u>Lifestyle Choices – It's Your</u>	<u>Family Links – Family Tree</u> family unit, differ, empathise, viewpoint <u>Self Respect – Let's R.O.C.K</u>	<u>Reactions – Frustration!</u> isolated, hostile, incidents, bullying, attitude, behaviour,	<u>Keeping Clean – Squeaky Clean</u> hygiene, sweat, hair, skin, hormones, oil, deodorant	<u>Beach Safety – Follow the Flags</u> swim, surf, lifeguard, beach <u>Thinking Ahead – Lesson</u>



<u>Friendship 1 – Best Features</u> features, positive, relationships <u>Friendship 2 – Circle Times</u> communicate, opinions, co-operatively, fairness, consideration <u>Friendship 3 – Falling out</u> friendships, repair, strengthen, resort, violence, boundaries, appropriate, peers, digital <u>Safe Zone – Self Image add Identity</u> avatar, identity, private	<u>Choice</u> responsibility, actions, balance, physical, nutrition, achieve, mental, healthy lifestyle <u>Balanced Diet 1 – Plant or Animal</u> balanced diet, ingredients, protein, carbohydrate, dairy, fats <u>Balanced Diet 2 – Balancing Act</u> function, balanced diet, nutrition, vitamins Sleep – Sweet Dreams sufficient, health, affect, mood, ability <u>Safe Zone – Online Relationships</u> communicate, learning platform, online, real world <u>Safe Zone – Online Bullying</u> online cyber-bullying, persistence, comments, apps	self-respect, happiness Identified Strengths 1 – I'm Good at That strengths and weaknesses <u>Identified Strengths 1 – Future Me</u> realistic, targets, self-assess, future <u>Safe Zone – Online Reputation/Managing Information</u> personal information, sharing, private, digital footprint, stored data	peer pressure, choice, bullying <u>Self Worth – I'm a Marvel</u> self-esteem, peer-pressure, opinion <u>Safe Zone – Health, Wellbeing and Lifestyle</u> online presence, offline, online, hobbies, online access <u>Safe Zone – Privacy and Security</u> passwords, location settings, personal information, memorable information	<u>Illness Prevention - Aaachooo!</u> cough, sneeze, illness, common cold <u>Religious Views – Faith Findings</u> appreciate, cultures, religions, tolerance, faiths, beliefs <u>Rules – I'm In Charge</u> rules, situation, change <u>Safe Zone – Copyright and Ownership</u> copyright, ownership, sharing, content	<u>Planning</u> consequences, actions, result <u>Taking The Lead – Learning Time</u> behave, responsibly, consequences, actions <u>Working Together 1 – Name Game</u> co-operatively, fairness, consideration <u>Working Together 2 – Build It Up</u> collaboratively, prioritise, independent, goals <u>Shared Goals – Better Places</u> identify, improve, environment, problem, dealing
I will learn...					
<u>Clear Messages – Dot, Dot, Dash</u> To know how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs	<u>Balanced Approach – Define: Healthy</u> To know the importance of promoting general well being and physical health	<u>Connections – Paper Chains</u> To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for	<u>Loss/Separation – Lost!</u> To know about the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience	<u>Before Puberty – You've Grown</u> To know about growth and other ways the body can change and develop, particularly during adolescence	<u>Sun Safety – Too Hot</u> To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage <u>Beach Safety – Follow the Flags</u>



and boundaries; how to manage feelings, including disappointment and frustration <u>Listening And Responding – I Hear You</u> - To know how to show the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships <u>Friendship 1 – Best Features</u> - To know the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties <u>Friendship 2 – Circle Times</u> - To know that healthy friendships are positive and	<u>Physical Exercise – Active Kids</u> - To know the risks associated with an inactive lifestyle, including obesity <u>Lifestyle Choices – It's Your Choice</u> - To know the importance of promoting general wellbeing and physical health <u>Balanced Diet 1 – Plant or Animal</u> - To know what constitutes a healthy diet (including understanding calories and other nutritional content) <u>Balanced Diet 2 – Balancing Act</u> - To know what constitutes a healthy diet (including understanding calories and other nutritional content) <u>Sleep – Sweet Dreams</u> - To know the importance of sufficient good quality	example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs <u>Family Links – Family Tree</u> - To know that the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care <u>Self Respect – Let's R.O.C.K</u> - To know the importance of self-respect and how this links to their own happiness <u>Identified Strengths 1 – I'm Good at That</u> - To recognise positive things about themselves and their achievements; set goals to help achieve	in different situations <u>Loss/Separation – Found!</u> - To know how to recognise feelings and use varied vocabulary to talk about their own and others' feelings <u>Reactions – Frustration!</u> - To know the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help <u>Self Worth – I'm a Marvel</u> - To know the importance of self-respect and how this links to their own happiness <u>Safe Zone – Health, Wellbeing and Lifestyle</u> - To know that there is a minimum age for joining social media sites (currently 13), which protects children from	<u>Keeping Clean – Squeaky Clean</u> - To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <u>Illness Prevention - Aaachooo!</u> - To know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body <u>Religious Views – Faith Findings</u> - To know that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or background), or make different choices, or different preferences or beliefs	- To know how to recognise risk and keep safe around water, including the water safety code <u>Thinking Ahead – Lesson Planning</u> - To recognise reasons for rules and laws; consequences of not adhering to rules and laws <u>Taking The Lead – Learning Time</u> - To know about the relationship between rights and responsibilities <u>Working Together 1 – Name Game</u> - To be able to value the different contribution that people and groups make to the community <u>Working Together 2 – Build It Up</u> - To be able to value the different contribution that people and groups
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welcoming towards others, and do not make others feel lonely or excluded <u>Friendship 3 – Falling out</u> - To know the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults <u>Safe Zone – Self Image and Identity</u> - To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom - To know the impact of poor sleep on weight, mood and ability to learn <u>Safe Zone – Online Relationships</u> - To know that online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection <u>Safe Zone – Online Bullying</u> - To know how to consider the impact of their online behaviour	person outcomes <u>Identified Strengths 1 – Future Me</u> - To identify the kind of job that they might like to do when they are older <u>Safe Zone – Online Reputation/Managing Information</u> - To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	<i>inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</i> <u>Safe Zone – Privacy and Security</u> To understand the importance of privacy and location settings to protect information online	<u>Rules – I'm In Charge</u> - To recognise reasons for rules and laws; consequences of not adhering to rules and laws <u>Safe Zone – Copyright and Ownership</u> - To know about some of the different ways information and data is shared and used online, including for commercial purposes	make the to the community <u>Shared Goals – Better Places</u> - To understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others - To recognise ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices)
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	<i>on others, and how to recognise and display respectful behaviour</i>				
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