|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lewknor Medium-Term Plan** | | | | | | |
| **PSHE – Reception** | | | | | | |
|  | **Choose your unit** | | | | | |
| **Theme/Unit** | **Self-regulation: My feelings** | **Building relationships: Special relationships** | **Managing self: Taking on challenges** | **Self-regulation:**  **Listening and following instructions** | **Building relationships: My family and friends** | **Managing self: My wellbeing** |
| **Choose your lesson**  **Lesson 1** | **Identifying my feelings**  To identify different feelings and emotions. | **My family**  To talk about our families.  To understand that all families are valuable and special. | **Why do we have rules?**  To understand why we have rules. | **Simon says**  To understand why it is important to listen carefully. | **Festivals**  To understand that we all have different beliefs and celebrate special times in different ways.  To think about the perspectives of others in the class. | **What is exercise?**  To learn about the importance of exercise.  To explore how exercise affects different parts of the body. |
| **Lesson 2** | **Feelings jar**  To identify and express my feelings. | **Special People**  To talk about people that hold a special place in children’s lives.  To think about what it means to be a valued person. | **Building Towers**  To understand the importance of persistence in the face of challenges.  To develop confidence in their own ability to solve problems. | **Listening to a story**  To listen attentively to a story.  To talk about and retell parts of a story they have deep familiarity with. | **Sharing**  To understand why sharing is important.  To think about the perspectives of others in the class. | **Yoga and relaxation**  To learn how yoga can help our bodies to stretch, relax and stay healthy.  To explore guided meditation and relaxation. |
| **Lesson 3** | **Coping strategies**  To explore different coping strategies to help regulate our emotions.  To identify our own feelings.  To consider the reasons behind our emotions. | **Sharing**  To understand why it is important to share and cooperate with others.  To develop strategies to help when trying to share with others. | **Team den building**  To work together as a group to overcome challenges.  To communicate effectively with others. | **Pass the Whisper**  To understand why it is important to listen carefully.  To understand why it is important to tell the truth and think about the feelings of others. | **What makes a good friend?**  To understand the characteristics that make a good friend.  To think about why it might be difficult for others to be a good friend all of the time. | **Looking after ourselves**  To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene.  To know and discuss the factors that support their overall health and well-being. |
| **Lesson 4** | **Describing feelings**  To explore the different adjectives that can be used to describe feelings. | **I am unique**  To see themselves as a valuable individual.  To understand that it is ok to like different things. | **Grounding**  To learn and practise ‘grounding’ coping strategies. | **Obstacle races**  To follow instructions involving several ideas or actions.  To persevere when things are difficult. | **Being a good friend**  To consider why it is important to support each other by being kind. | **Being a safe pedestrian**  To understand what it means to be a safe pedestrian. |
| **Lesson 5** | **Facial expressions**  To explore different facial expressions and what they mean. | **My interests**  To see themselves as valuable individuals.  To share their interests with the group. | **Team races**  To understand the importance of perseverance in the face of challenge. | **Blindfold walk**  To follow instructions involving several ideas or actions.  To give simple instructions. | **Teamwork**  To learn how to help, listen to and support others when working in a team. | **Eating healthily**  To understand what it means to eat healthily. |
| **Lesson 6** | **Creating a calm corner**  To identify different feelings and how to moderate behaviour socially and emotionally. | **Similarities and differences**  To explore diversity through thinking about similarities and differences. | **Circus skills**  To learn new skills, showing resilience and perseverance in the face of challenge. | **Treasure hunt**  To listen and respond to phrases and instructions that involve several ideas or actions. | **Celebrating friendship**  To plan a party to celebrate the special friendships within the class. | **A rainbow of food**  To understand the importance of healthy food choices.  To explore what it means to have a balanced diet. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lewknor Medium-Term Plan** | | | | | |
| **PSHE – Year 1/2 - Cycle A** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Introduction**  **Families and relationships** | **Health and well-being** | **Safety and the changing body** | **Citizenship** | **Economic wellbeing**  **Transition** |
| **Week 1** | **Setting ground rules for RSE and PSHE lessons**  To begin understanding what PSHE is and how we can learn effectively in these lessons. | **Understanding my feelings**  To describe and understand their feelings To develop simple strategies for managing these feelings. | **Communicating with adults**  To know how to respond to adults politely and safely. | **Rules**  To begin to understand the importance of rules. | **Money**  To learn about what money is, where it comes from and how people make money |
| **Week 2** | **What is family?**  To understand that families look after us. | **Relaxation – laughter and progressive muscle relaxation**  To know how to relax in different ways. | **People who help to keep us safe in our local community**  To understand that there are people in the local community who help to keep us safe. | **Similar, yet different**  To begin to recognise ways in which we are the same and different to other people. | **Needs and wants**  To begin to understand the difference between wants and needs. |
| **Week 3** | **What are friendships?**  To begin to understand the importance and characteristics of positive friendships. | **What am I like?**  To recognise and celebrate their strengths and set simple but challenging goals. | **Road safety**  To understand ways to keep safe on and near roads. | **Belonging**  To understand the range of groups people belong to. | **Looking after money**  To understand how to keep cash safe. |
| **Week 4** | **Friendships**  To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy. | **Ready for bed**  To understand the benefits of physical activity and rest. | **Safety with medicines**  To begin to understand what is safe to put into or onto our bodies. | **Job roles in the community**  To begin to understand the roles people have in the community. | **Banks and building societies**  To understand the benefits of banks and building societies. |
| **Week 5** | **Families are all different**  To begin to understand the range of families they may encounter now and in the future. | **Handwashing and personal hygiene**  To begin to understand how germs are spread and how we can stop them spreading. | **Making a call to the emergency services**  To know what is an emergency and to make a phone call if needed. | **Our school environment**  To understand ways to look after the school environment. | **Jobs**  To understand that skills and interests will help someone decide what job to do. |
| **Week 6** | **Other people’s feelings**  To recognise how others show feelings and how to respond to these. | **Sun safety**  To begin to understand the risks associated with the sun. | **The difference between secrets and surprises**  To begin to understand the difference between secrets and surprises. | **Our local environment**  To recognise the role people play in looking after the environment. | **Transition lesson**  To understand that change can cause mixed feelings |
| **Week 7** | **Getting along with others**  To begin to understand how courtesy and manners make us feel. | **Allergies**  To begin to understand allergies. | **Appropriate contact**  To begin to understand the difference between acceptable and unacceptable physical contact. |  |  |
| **Week 8** | **Friendship problems**  To begin to understand that friendships can have problems but we can overcome these. | **People who help us keep healthy**  To understand that there are people in the local community who help to keep us healthy. | **My private parts are private**  To begin to understand the concept of privacy and the correct vocabulary for body parts.  **Respecting personal boundaries.** |  |  |
| **Week 9** | **Gender stereotypes**  To understand what is meant by a stereotype. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lewknor Medium-Term Plan** | | | | | |
| **PSHE – Year 1/2 - Cycle B** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Introduction**  **Families and relationships** | **Health and well-being** | **Safety and the changing body** | **Citizenship** | **Economic wellbeing**  **Transition** |
| **Week 1** | **Setting ground rules for RSE and PSHE lessons**  To recap effective learning in PSHE education and how we can help everyone to learn in these lessons. | **Understanding my feelings**  To describe and understand their feelings  To develop simple strategies for managing these feelings. | **Communicating with adults**  To know how to respond to adults politely and safely. | **Rules**  To begin to understand the importance of rules. | **Money**  To learn about what money is, where it comes from and how people make money. |
| **Week 2** | **Family**  To understand the role of families. | **Steps to success**  To understand their strengths and set themselves achievable goals. | **Road safety**  To understand ways to keep safe on and near roads. | **Similar, yet different**  To begin to recognise ways in which we are the same and different to other people. | **Needs and wants**  To begin to understand the difference between wants and needs. |
| **Week 3** | **Friendships**  To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy. | **Developing a growth mindset**  To identify strategies to help overcome barriers or manage difficult emotions To develop a growth mindset. | **Safety at home**  To understand that there are dangers at home and how these can be avoided. | **Caring for others: Animals**  To understand that animals have different needs and how to care for them. | **Saving and spending**  To begin to understand that people make different choices about spending and saving money. |
| **Week 4** | **Other people’s feelings**  To recognise how others show feelings and how to respond to these  To identify their special people and how they should care for one another. | **Being active**  To understand the benefits of physical activity. | **Safety with medicines**  To begin to understand what is safe to put into or onto our bodies. | **The needs of others**  To begin to understand the needs of babies and young children. | **Banks and building societies**  To understand the benefits of banks and building societies. |
| **Week 5** | **Getting along with others**  To begin to understand how courtesy and manners make us feel. | **Relaxation: breathing exercises**  To use breathing exercises to relax. | **What to do if I get lost**  To understand what to do if you get lost. | **Democratic decisions**  To begin to understand how democracy works. | **Jobs**  To understand that skills and interests will help someone decide what job to do. |
| **Week 6** | **Friendship problems**  To begin to understand that friendships can have problems but we can overcome these. | **Healthy diet**  To understand what it means to have a healthy diet. | **The internet**  To understand how to stay safe when using the internet. | **School Council**  To begin to understand how democracy works in school. | **Transition**  To understand that change can cause mixed feelings. |
| **Week 7** | **Gender stereotypes**  To understand what is meant by a stereotype | **Looking after our teeth**  To understand ways of looking after our teeth. | **Appropriate contact**  To begin to understand the difference between acceptable and unacceptable physical contact. | **Giving my opinion**  To understand ways to share an opinion. |  |
| **Week 8** | **Change and loss**  To begin to understand how loss and change can affect us. |  | **My private parts are private**  To begin to understand the concept of privacy and the correct vocabulary for body parts.  **Respecting personal boundaries** |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lewknor Medium Term Plan** | | | | | |
| **PSHE – Year 3/4 - Cycle A** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Introduction**  **Families and relationships** | **Health and well being** | **Safety and the changing body** | **Citizenship** | **Economic wellbeing**  **Transition** |
| **Week 1** | **Setting ground rules and signposting**  To recap what the subject of PSHE is and how we can help everyone to learn in these lessons. | **My healthy diary**  To understand and plan for a healthy lifestyle including physical activity, rest and diet. | **Be kind online**  To understand the importance of being kind online and what this looks like. | **Rights of the child**  To begin to understand the UN convention on the rights of the child. | **Spending choices**  To begin to recognise how ethics can influence our spending decisions (Y3) To begin to understand what makes something good value for money (Y4) |
| **Week 2** | **Friendship issues and bullying**  To understand that friendships have ups and downs and that problems can be resolved (Y3) To begin to understand the impact of bullying (Y4) | **Diet and dental health**  To understand the benefits of healthy eating and dental health. | **Cyberbullying**  To understand that cyberbullying involves being unkind online. | **Rights and Responsibilities**  To understand the responsibilities of both children and adults to help all children benefit from their rights. | **Budgeting**  To understand how to put together a budget (Y3) To begin to understand the importance of keeping track of money (Y4) |
| **Week 3** | **The effects of bullying and the responsibility of the bystander**  To understand the impact of bullying and the responsibility of bystanders to help. | **Relaxation: stretches**  To perform a range of relaxation stretches. | **Share aware**  To understand the benefits and risks of sharing material online. | **Recycling**  To understand the environmental benefits of recycling. | **Money and emotions**  To recognise that money has an impact on how we feel. (Y3) To understand ways money can be lost and how this makes people feel (Y4) |
| **Week 4** | **Stereotyping: Gender**  To recognise that stereotypes are present in everyday life. | **Wonderful me**  To understand the different aspects of my identity. | **Privacy and secrecy**  To develop understanding of privacy and the difference between secrets and surprises. | **Local community groups**  To understand the groups which make up the community. | **Jobs and careers**  To understand that there are a range of jobs available and to think about what job they might want to do. (Y3) To consider positive and negative factors that can influence people's career choices. (Y4) |
| **Week 5** | **Stereotyping: Age/Disability**  To recognise that stereotypes exist based on a number of factors. | **My superpowers**  To identify my own strengths and begin to see how they can affect others. | **First Aid: Bites and stings**  To understand how to help if someone has been stung or bitten. | **Charity**  To understand that charities care for others and how people can support them. | **Gender and careers**  To understand that stereotypes exist in the workplace but these should not limit people’s career aspirations. |
| **Week 6** | **Healthy friendships – boundaries**  To begin to understand the physical and emotional boundaries in friendships. | **Celebrating mistakes**  To develop a growth mindset and understand that mistakes are useful. | **Choices and influences**  To understand the choices people can make and those which are made or influenced by others. | **Local democracy**  To begin to understand how democracy works in the local area. | **Coping strategies**  To understand the strategies people use to cope with change. |
| **Week 7** | **Learning who to trust**  To understand why trust is an important part of positive relationships. | **Communicating my feelings**  To recognise when to give consent. | **Keeping safe out and about**  To develop an understanding of safety on or near roads. | **YEAR 3 ONLY (A): Lesson 7: First Aid: emergencies and calling for help**  To understand the role they can take in an emergency situation.  **YEAR 4 ONLY (A): Lesson 7: Introducing puberty**  To recognise the physical differences between children and adults. |  |
| **Week 8** | **Respecting differences**  To begin to understand the differences between people and why it is important to respect these differences (Y3) To begin to understand that families are very varied, in this country and across the world (Y4) | **My happiness**  To identify what’s important to me and to take responsibility for my own happiness. |  | **YEAR 3 ONLY (A): Lesson 8: Road safety**  To develop an understanding of safety on or near roads.  **YEAR 4 ONLY (A): Lesson 8: Growing up**  To recognise that change is part of growing up. |  |
| **Week 9** | **Change and loss – bereavement**  To explore how we can help following a bereavement. |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lewknor Medium Term Plan** | | | | | |
| **PSHE – Year 3/4 - Cycle B** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Introduction**  **Families and relationships** | **Health and well being** | **Safety and the changing body** | **Citizenship** | **Economic wellbeing**  **Transition** |
| **Week 1** | **Setting ground rules and signposting**  To recap what the subject of PSHE is and how we can help everyone to learn in these lessons. | **My healthy diary**  To understand and plan for a healthy lifestyle including physical activity, rest and diet. | **Fake emails**  To understand that not all emails are genuine. | **Recycling / reusing**  To understand the environmental benefits of recycling (Y3) or reusing (Y 4). | **Spending choices**  To begin to recognise how ethics can influence our spending decisions (Y3) To begin to understand what makes something good value for money (Y4) |
| **Week 2** | **Friendship issues and bullying**  To understand that friendships have ups and downs and that problems can be resolved (Y3) To begin to understand the impact of bullying (Y4) | **Looking after our teeth**  To understand how we can look after our teeth. | **Internet safety: Age restrictions**  To understand that age restrictions are designed to protect us. | **Local community groups**  To understand the groups which make up the community (Y3) To understand the contribution groups make to a community (Y4) | **Budgeting**  To understand how to put together a budget (Y3) To begin to understand the importance of keeping track of money (Y4) |
| **Week 3** | **Healthy families**  To understand that families love and support each other but sometimes problems can occur and help is available if needed. | **Relaxation: Visualisation**  To understand what relaxation feels like; To understand that relaxation techniques can be used anywhere. | **Consuming information online**  To understand that not all information on search engines is valuable. | **Local council and democracy**  To begin to understand how democracy works in the local area. | **Money and emotions**  To recognise that money has an impact on how we feel. (Y3) To understand ways money can be lost and how this makes people feel (Y4) |
| **Week 4** | **Stereotyping: Gender**  To recognise that stereotypes are present in everyday life. | **Meaning and purpose: My role.**  To identify individual strengths and begin to see how they can affect others. | **Tobacco**  To begin to understand the risks of smoking and the benefits of being a non-smoker. | **Diverse communities**  To understand the value of diversity in a community. | **Jobs and careers**  To understand that there are a range of jobs available and to think about what job they might want to do. (Y3) To consider positive and negative factors that can influence people’s career choices. (Y4) |
| **Week 5** | **Stereotyping: Age/Disability**  To recognise that stereotypes exist based on a number of factors. | **Resilience: breaking down problems**  To break down barriers into smaller, achievable goals. | **First Aid: asthma**  To understand how to help someone with asthma. | **Rights of the child**  To begin to understand the UN convention on the rights of the child. | **Coping strategies**  To create goals to achieve in Year 4 (Y3) To understand the strategies people use to cope with change (Y4) |
| **Week 6** | **How my behaviour affects others**  To understand that my behaviour can have an impact on others. | **My emotions**  To understand a range of emotions. | **Choices and influences**  To understand the choices people can make and those which are made or influenced by others. | **Charity**  To understand that charities care for others and how people can support them. |  |
| **Week 7** | **Effective communication to support relationships**  To listen and communicate effectively. | **Communicating my feelings**  To recognise when to give consent | **YEAR 3 ONLY (B): Lesson 7: First Aid:** emergencies and calling for help  To understand the role they can take in an emergency situation.  **YEAR 4 ONLY (B): Lesson 7: Introducing puberty**  To recognise the physical differences between children and adults |  |  |
| **Week 8** | **Respect and manners**  To develop understanding of courtesy and manners in a range of situations. | **Mental health**  To begin to understand what mental health is and who can help if I need it. | **YEAR 3 ONLY (B): Lesson 8: Road safety**  To develop an understanding of safety on or near roads.  **YEAR 4 ONLY (B): Lesson 8: Growing up**  To recognise that change is part of growing up. |  |  |
| **Week 9** | **Respecting differences**  To begin to understand the differences between people and why it is important to respect these differences (Y3) To begin to understand that families are very varied, in this country and across the world (Y4). |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lewknor Medium Term Plan** | | | | | |
| **PSHE – Year 5/6 - Cycle A** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Introduction**  **Families and relationships** | **Health and well being** | **Safety and the changing body** | **Citizenship** | **Economic wellbeing**  **Transition**  **Identity – Yr 6 only** |
| **Week 1** | **Setting rules and Signposts**  To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons. | **Relaxation: yoga**  To describe how these stretches make me feel. | **Online friendships**  To begin to understand some issues related to online friendships including the impact of their actions. | **Breaking the law**  To begin to understand what happens when the law is broken. | **Borrowing**  To understand that a loan can be a way to pay for things but that it needs to be repaid. |
| **Week 2** | **Build a friend - what makes a good friend**  To understand how to form and maintain positive relationships. | **The importance of rest**  To understand the benefits of sleep. | **Staying safe online**  To learn about staying safe online. | **Prejudice and discrimination**  To recognise prejudice and discrimination and learn how this can be challenged. | **Income and expenditure**  To understand income and expenditure and how to track money. |
| **Week 3** | **Respect**  To understand what we mean by respect and why it is important | **Embracing failure**  To understand the purpose of failure | **First Aid: Choking**  To understand how to help someone who is choking. | **Protecting the planet**  To understand how reducing our use of materials and energy will help the environment. | **Prioritising spending**  To understand how to put together a weekly budget. |
| **Week 4** | **Respecting myself**  To begin to understand self-respect. | **The importance of rest**  To understand the benefits of sleep. | **Alcohol**  To begin to understand the risks of alcohol. | **Contributing to the community**  To understand how we recognise and value the contribution people make to the community. | **Risks with money**  To understand some risks associated with money. |
| **Week 5** | **Marriage**  To understand the concept of marriage. | **Taking responsibility for my feelings**  To take responsibility for their own feelings and actions and to use vocabulary to describe these. | **Drugs, alcohol and tobacco: Influences**  To begin to understand the influence others have on us and how we can make our own decisions. | **Rights and responsibilities**  To explore the links between rights and responsibilities (Y5) To understand human rights, including the right to education (Y6) | **Careers**  To understand the range of jobs people might do (Y5) To understand the different routes available into careers  (Y6) |
| **Week 6** | **Bullying**  To understand more about bullying and how to get help. | **Healthy meals**  To use our knowledge of food groups to plan healthy meals. | **YEAR 5 ONLY (A): Lesson 6: Puberty**  To understand physical changes during puberty  **YEAR 6 ONLY (A): Lesson 6: Physical and emotional changes of puberty**  To understand the changes that happen during puberty | **Parliament and national democracy**  To begin to understand how parliament works. | **YEAR 6 ONLY (A): Lesson 1: What is identity?**  To understand what factors contribute to identity. |
| **Week 7** | **Stereotyping**  To recognise how attitudes to gender have changed over time (Year 5) To explore the impact of stereotypes and how they can lead to discrimination (Year 6) | **Sun safety**  To understand risks associated with the sun and how these can be avoided. | **YEAR 5 ONLY (A): Lesson 7: Menstruation**  To understand the menstrual cycle  **YEAR 6 ONLY (A): Lesson 7: Conception (Parents have the right to withdraw their child from some of this lesson)**  To understand the biology of conception |  | **Year 6 ONLY (A): Lesson 2: Identity and body image**  To understand that the media manipulates images. |
| **Week 8** | **Challenging stereotypes**  To explore other people’s attitudes and ideas and to begin to challenge these (Y5) To understand stereotypes and be able to share information on them (Y6) |  | **YEAR 5 ONLY (A): Lesson 8: Emotional changes in puberty**  To understand emotional changes during puberty  **YEAR 6 ONLY (A): Lesson 8: Pregnancy and birth (Parents have the right to withdraw their child from this lesson)**  To understand the development of the baby during pregnancy. |  | **Roles and responsibilities**  To understand the skills needed to take on responsibilities in school (Y5) To understand that a big change can bring both opportunities and worries (Y6) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lewknor Medium Term Plan** | | | | | |
| **PSHE – Year 5/6 - Cycle B** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring** | **Summer 1** | **Summer 2** |
| **Theme/Unit** | **Introduction**  **Families and relationships** | **Health and well being** | **Safety and the changing body** | **Citizenship** | **Economic wellbeing**  **Transition**  **Identity – Yr 6 only** |
| **Week 1** | **Setting rules and signposting**  To recap learning in PSHE education from previous years and how we can help everyone to learn effectively in these lessons. | **Relaxation: Mindfulness**  To explore mindfulness techniques as a way to manage emotions. | **Critical digital consumers**  To start to become a discerning consumer of information online. | **Pressure groups**  To recognise the role of pressure groups. | **Attitudes to money**  To understand attitudes and feelings around money. |
| **Week 2** | **Friendship skills**  To explore the ups and downs of friendships. | **What can I be?**  To identify long term goals and plan how to work towards them. | **Social media**  To understand that online relationships should be treated in the same way as face to face relationships. | **Valuing diversity**  To understand diversity and the value different people bring to a community. | **Keeping money safe**  To understand how to keep money in bank accounts safe. |
| **Week 3** | **Respect**  To understand what we mean by respect and why it is important  To understand that respect is two-way and how we treat others is how we can expect to be treated. | **Taking responsibility for my health**  To understand and plan for a healthy lifestyle . | **First Aid: Bleeding**  To understand how to help someone who is bleeding. | **Food choices and the environment**  To understand some environmental issues relating to food and food production. | **Stereotypes in the workplace**  To understand that stereotypes can exist in the workplace but they should not affect people’s career aspirations. |
| **Week 4** | **Resolving conflict**  To resolve disputes and conflict through negotiation and compromise. | **The impact of technology on health**  To understand the potential impact of technology on physical and mental health. | **First Aid: Basic life support**  To understand how to help someone who is unresponsive. | **Caring for others**  To understand how to show care and concern for others. | **Gambling**  To begin to understand the risks associated with gambling. |
| **Week 5** | **Family life**  To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. | **Resilience toolbox**  To reflect on skills they have developed to identify and respond to difficult situations. | **YEAR 5 ONLY (B): Lesson 5: Puberty**  To understand physical changes during puberty  **YEAR 6 ONLY (B): Lesson 5: Physical and emotional changes of puberty**  To understand the changes that happen during puberty. | **Rights and responsibilities**  To explore the links between rights and responsibilities (Y5) To understand human rights, including the right to education (Y6) | **Careers**  To understand the range of jobs people might do (Y5) To understand the different routes available into careers (Y6) |
| **Week 6** | **Stereotyping**  To recognise how attitudes to gender have changed over time (Year 5) To explore the impact of stereotypes and how they can lead to discrimination (Year 6) | **Immunisation**  To understand ways that we help prevent ourselves and others becoming ill. | **YEAR 5 ONLY (B): Lesson 6: Menstruation**  To understand the menstrual cycle.  **YEAR 6 ONLY (B): Lesson 6: Conception (Parents have the right to withdraw their child from some of this lesson)**  To understand the biology of conception. | **Parliament and national democracy**  To begin to understand how parliament works. | **Year 6 ONLY (B): Lesson 1: What is identity?**  To understand what factors contribute to identity. |
| **Week 7** | **Challenging stereotypes**  To explore other people’s attitudes and ideas and to begin to challenge these (Y5) To understand stereotypes and be able to share information on them (Y6) | **Physical health concerns**  To consider how we know that we may be unwell, and how to seek support . | **YEAR 5 ONLY (B): Lesson 7: Emotional changes in puberty**  To understand emotional changes during puberty.  **YEAR 6 ONLY (B): Lesson 7: Pregnancy and birth** (Parents have the right to withdraw their child from this lesson) |  | **Year 6 ONLY (B): Lesson 2:** Identity and body image. |
| **Week 8** | **Change and loss**  To begin to understand the process and emotions relating to grief. | **Good and bad habits**  To understand how habits can be good or bad for our health. |  |  | **Roles and responsibilities**  To understand the skills needed to take on responsibilities in school   (Y5) To understand that a big change can bring both opportunities and worries  (Y6) |