




## Reception

<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b> 
All about me	I'm special, you're special	What's safe to go onto my body
What makes me special	Same and different	Keeping Myself Safe - What's safe to go into my body (including medicines)
Me and my special people	Same and different families	Safe indoors and outdoors
Who can help me?	Same and different homes	Listening to my feelings (1)
My feelings	Kind and caring (1)	Keeping safe online
My feelings (2)	Kind and caring (2)	People who help to keep me safe

<b>Rights and Responsibilities</b>	<b>Being my Best</b>	<b>Growing and Changing</b>
Looking after my special people	Bouncing back when things go wrong	Seasons
Looking after my friends	Yes, I can!	Life stages - plants, animals, humans
Being helpful at home and caring for our classroom	Healthy eating (1)	Life Stages: Human life stage - who will I be? 
Caring for our world	Healthy eating (2)	Where do babies come from? 
Looking after money (1): recognising, spending, using	Move your body	Getting bigger
Looking after money (2): saving money and keeping it safe	A good night's sleep	Me and my body - girls and boys 

## Lessons requiring additional support/ adaptations

### Kind and Caring

- Remind children about our school values especially 'be kind'

### What's safe to go onto my body

- This lesson focuses on labelling body parts and thinking about things like clothes that we wear. If children choose to say words for their private parts then teacher to introduce language of 'penis' and 'vulva'. Suggest that some families/ people have different names for these parts but they have proper 'grown up' names and these are penis and vulva.
- Do not introduce this vocabulary at this stage unless prompted by the children.

### People who help to keep me safe

- Primarily about police, road safety, doctors etc. Remind children about Dawn and other trusted adults in school.

### Looking after my special people

- Focuses on families and how they love and care for each other.

### Life stages

- Focuses primarily on plants/ animals e.g. through tadpoles. Does mention mother as having the egg/ seed.

### Where do babies come from?

Mentions mother as having 'seed' and 'Daddy' sperm

Quote from lesson plan:

Sometimes the baby comes from its birth mummy and daddy, as in this case (described above).

Sometimes another person is their mummy or daddy or special person. This is called adoption or surrogacy; it's one of the reasons why sometimes children look like their parents and sometimes they don't.

### Me and my body – girls and boys

Introduces 'private parts' and links to pantosaurus NSPCC.

Quote from lesson:

- Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called sperm from the man's body to make a baby.)

## Year 1 Overview of all lessons.

<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>
Why we have classroom rules	Same or different?	Healthy me
Thinking about feelings	Unkind, tease or bully?	Super sleep
Our feelings	Harold's school rules	Who can help? (1)
Feelings and bodies	Who are our special people?	Harold loses Geoffrey
Our special people balloons	It's not fair!	What could Harold do?
Good friends		Good or bad touches?
How are you listening?		Sharing pictures
<b>Rights and Responsibilities</b>	<b>Being my Best</b>	<b>Growing and Changing</b>
Harold's wash and brush up	I can eat a rainbow	Inside my wonderful body!
Around and about the school	Eat well	Taking care of a baby
Taking care of something	Catch it! Bin it! Kill it!	Then and now
Harold's money	Harold learns to ride his bike	Who can help? (2)
How should we look after our money?	Pass on the praise!	Surprises and secrets
Basic first aid	Harold has a bad day	Keeping privates private

## Lessons requiring adaptation/ supplementary materials

### Why we have classroom rules

- Refer to school's vision and values that are consistent and same throughout school

### Our feeling

- Be mindful/ sensitive to any pupils who may be undergoing a significant loss/ bereavement at the time/ in recent history

### Our special people balloons

- Encourage children to think about people who are special e.g, family but also friends, special groups e.g. rainbows/ the church they belong to

### How are you listening?

- Refer also to school vision/ values and learning behaviours in class e.g. be co-operative

### Harold's school rules

- Reiterating same message as above so could be omitted/ light touch as appropriate

### Who can help?

- Ensure that children are clear who can help them – parents, welfare staff, Dawn and teachers.

### Good or bad touches?

- Link to NSPCC website. Useful resources for children to access.

### Catch it! Bin it! Kill it!

- Link to frequent handwashing and hand sanitiser

### Who can help (2)?

- Ensure that children are clear who can help them – parents, welfare staff, Dawn and teachers.

### Keeping privates private

- Lesson focus is primarily on privacy
- Supplement with NSPCC 'pants' rule
- Focus on toileting and wiping yourself and keeping toileting private.
- Teacher to introduce language of 'penis' and 'vulva'. Suggest that some families/ people have different names for these parts but they have proper 'grown up' names and these are penis and vulva.

## Year 2 Overview

<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>
Our ideal classroom (1)	What makes us who we are?	Harold's picnic
Our ideal classroom (2)	How do we make others feel?	How safe would you feel?
How are you feeling today?	My special people	What should Harold say?
Bullying or teasing?	When someone is feeling left out	I don't like that!
Don't do that!	An act of kindness	Fun or not?
Types of bullying	Solve the problem	Should I tell?
Being a good friend		Some secrets should never be kept 
Let's all be happy!		
<b>Rights and Responsibilities</b>	<b>Being my Best</b>	<b>Growing and Changing</b>
Getting on with others	You can do it!	A helping hand
When I feel like erupting	My day	Sam moves away
Feeling safe	Harold's postcard - helping us to keep clean and healthy	Haven't you grown!
How can we look after our environment?	Harold's bathroom	My body, your body 
Harold saves for something special	My body needs...	Respecting privacy
Harold goes camping	What does my body do?	Basic first aid
Playing games		

## Lessons requiring adaptation/ guidance

### Our ideal classroom

- Refer to school's vision and values as appropriate

### Bullying or teasing?

- Focus on being kind and looking after each other.
- Don't need to go through definitions of bullying, teacher would instead focus on bullying types of behaviour e.g. pushing, shoving saying unkind things or sending unkind message and that this is not a one off. Also on what bullying is not.

### My special people

- Remind children that groups they belong to e.g. church may also be very special to them
- Remind children about trusted adults in school

### What should Harold say?

- Remind children about trusted adults in school

### I don't like that!

- Hugs and kisses from family and friends.
- Teacher to focus on what the children and their examples rather than giving them examples.
- Remind children (light touch) about NSPCC rule

### Some secrets should never be kept

Do not teach this lesson. Instead merge with session – ‘should I tell?’ and introduce children to the idea that a secret should make you feel happy e.g. what we have bought someone for Christmas and there should always be a time when we will tell everyone e.g. on Christmas day. Surprises should not make you feel uncomfortable or only be between 2 people or not be able to tell anyone ever.

### My body, your body

Teacher to focus on what is similar/ different as per lesson plan. May be helpful to say that we don’t ‘show’ our private parts but that sometimes a mummy, doctor may need to look to keep us healthy or other people may see our bodies e.g. our family when we get in/ out of bath.

### Respecting privacy

Focuses on belongings and bedroom spaces rather than body privacy.

## Year 3 Overview

<b>Me and My Relationships</b> As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special	<b>Valuing Difference</b> Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	<b>Keeping Myself Safe</b> Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or harm?
<b>Rights and Responsibilities</b> Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	<b>Being my Best</b> Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	<b>Growing and Changing</b> Relationship Tree Body space Secret or surprise? My changing body Basic first aid

Lessons requiring supplementary materials/ guidance

### Family and friends

- Lesson focuses on different types of families e.g. adoption, fostering, step-families and same sex relationships.
- Focus that families are people who love and care for each other but that families might look different from each other and we must respect this.
- Teacher support for clarification if issue is raised by children: marriage is a legal joining of two people as partners in a relationship (man and woman, man and man, woman and woman). Christian definition of marriage is the legal joining of a man and woman in the eyes of God.

### Help or harm

- Be mindful of 'heavy' vocabulary. Focus instead on healthy/ unhealthy choices on a generic level.

### Earning money

- Be mindful of pupils whose parents may not work

### Getting on with your nerves!

- Links to cooperation and learning behaviours

### Secret or surprise?



- Introduce children to the idea that a secret should make you feel happy e.g. birthday surprise for mum and there should always be a time when we will tell everyone e.g. on mum's birthday. Surprises should not make you feel uncomfortable or only be between 2 people or not be able to tell anyone ever.
- Reiterate to children that 'unsafe' secrets should be told to a trusted adult and ensure children know who these are.

### My Changing body

Do not teach this lesson – moved to year 5



## Year 4

Me and My Relationships	Valuing Difference	Keeping Myself Safe
An email from Harold!	Can you sort it?	Danger, risk or hazard?
Ok or not ok? (part 1)	Islands	Picture Wise
Ok or not ok? (part 2)	Friend or acquaintance?	How dare you!
Human machines	What would I do?	Medicines: check the label
Different feelings	The people we share our world with	Know the norms
When feelings change	That is such a stereotype! 	Keeping ourselves safe
Under pressure		Raisin challenge (2)
Who helps us stay healthy and safe?	What makes me ME!	Moving house
It's your right	Making choices	My feelings are all over the place!
How do we make a difference?	SCARF Hotel	All change!
In the news!	Harold's Seven Rs	Preparing for periods (formerly Period positive) 
Safety in numbers	My school community (1)	Secret or surprise? 
Logo quiz	Basic first aid	Together
Harold's expenses		
Why pay taxes?		

## Year 4 lessons requiring additional guidance/ supplementary materials

### An email from Harold

- Introduces vocabulary e.g. guilty/ ashamed and threatened. Teacher needs to make sure these words are explained in context.

### Islands

- Reinforcing PANTS rule
- Remind children that they can go to trusted adults in school for help and support.

### What would I do?

- Mentions older or online friends – ensure children understand that they should always feel comfortable around their friends and that their family and other people know about them.

### The people we share our world with

- Ensure that stereotypes are not reinforced

### That is such a stereotype!

- Do not deliver in class – to be delivered as key stage 2 school assembly with HT/ DHT lead.

### Know the norms

- Focus on sensitively dealing with answers may come from children e.g. if they say someone at home drinks a lot. Teacher to keep a balanced view point e.g. some people do it, some people don't that is their choice. It is important that we don't do it too much as it can be unhealthy. Smoking is an unhealthy choice and ask for suggestions of what are healthy choices e.g. eating fruit and veg, exercising.
- Focus on not worrying children if they say their parent does drink/ smoke. Instead ask group about what healthy choices are.

#### Why pay taxes?

- Be mindful of pupils whose parents may not work

#### Making choices

- Omit the last box that asks pupils to choose what humans can never do – don't want to promote silly ideas!

#### All change! And Preparing for periods

Move to Year 5 curriculum





#### Together

- Discussion around marriage and different types of marriage and relationships.
- Teacher support: \*Christian view of marriage is that of marriage between a man and a woman in the eyes of God.

## Year 5

<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>
Collaboration Challenge!	Qualities of friendship	'Thinking' about habits
Give and take	Kind conversations	Jay's dilemma
How good a friend are you?	Happy being me	Spot bullying
Relationship cake recipe	The land of the Red People	Ella's diary dilemma
Being assertive	Is it true?	Decision dilemmas
Our emotional needs	It could happen to anyone	Play, like, share
Communication		Drugs: true or false?
		Smoking: what is normal?
		Would you risk it?

<b>Rights and Responsibilities</b>	<b>Being my Best</b>	<b>Growing and Changing</b>
What's the story?	Getting fit	How are they feeling?
Fact or opinion?	It all adds up!	Taking notice of our feelings
Rights, responsibilities and duties	Different skills	Dear Hetty 
Mo makes a difference	My school community (2)	Changing bodies and feelings 
Spending wisely	Independence and responsibility	Growing up and changing bodies 
Lend us a fiver!	Star qualities?	Help! I'm a teenager - get me out of here!
Local councils	Basic first aid	Dear Ash
		Stop, start, stereotypes 

### Lessons requiring supplementary guidance

#### Spending wisely

- Links to fair trade

#### Local Councils

- Consider visitors relevant to this lesson

#### My School Community

- Make clear links to school vision and values and links to local Church

#### Independence and responsibility

- Teacher to be mindful if any children in their class are young carers or take on additional responsibilities

#### Is it true?

- Uses David Walliams' book 'The Boy in the Dress' to ask children to share their opinions on quotes from the book.
- Glossary need not be referred to other than for Teacher's background subject knowledge

### Dear Hetty

Do not teach this lesson

### Smoking: what is normal

May have already been covered with previous units

### Dear Ash

- Letter hints at a tense home situation and child worried that Dad is angry and may become violent. This must be handled sensitively
- Letter hints at older sibling stealing alcohol and child is worried about it.
- Must be made clear to children that they can talk to trusted adults in school

### Stop, start, stereotypes

- Do not teach this lesson due to reinforcing stereotypes
- See alternative lesson plan (devised by school)

### Changing Bodies and Feelings and Growing up and changing bodies

Do not follow lesson plan

Information to be taught







Puberty – the following will be taught:

- Hormone changes – this is as a result of changes in your brain and hormones that then lead to changes in your body. Hormones may make you moody, sensitive, upset, teary
- Personal hygiene – body odour, deodorant, showering more,
- Physical changes
- Girls – breasts grow (choose to wear bra), hips widen, height increase, periods begin, hair growing between legs, under arms, spots on face
- Boys – height increases, chest and shoulders grow bigger, body hair on face (shaving), under arm pits, between legs, penis and testicles grow in size, penis may become larger (erection) voice deepens, semen begin to be produced (discharge and wet dreams)
- Periods and menstruation – headaches and stomach cramps may precede a period. Go through physical changes inside fallopian tubes, womb, discharge etc during menstruation. Worries that might occur. Show sanitary towel/ tampon. Where to access towels in school and how to dispose of them.

Clarify:

- Emphasis everyone is unique and special and that changes start at different times, progress at different rates and everyone's unique genetic code determines what a person will be like as an adult.
- It may be that you start to develop earlier or later than your friends and not to worry.
- Provide a chance for question/ answer sessions
- Sessions to be taught in separate groups i.e. boys separate to girls but both groups will be taught the same materials. This is to allow for different questions to be explored without fear e.g. girls may dependent on the cohort, this may be taught by class teacher, another member of staff, learning mentor or school nurse.
- Follow up session: how can we show respect to each other during puberty

## Year 6 Overview

<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Working together</li> <li>Let's negotiate</li> <li>Solve the friendship problem</li> <li>Assertiveness skills (formerly Behave yourself - 2)</li> <li>Behave yourself</li> <li>Dan's day</li> <li>Don't force me </li> <li>Acting appropriately </li> <li>It's a puzzle</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>OK to be different</li> <li>We have more in common than not</li> <li>Respecting differences</li> <li>Tolerance and respect for others</li> <li>Advertising friendships!</li> <li>Boys will be boys? - challenging gender stereotypes</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>Think before you click!</li> <li>Traffic lights</li> <li>To share or not to share?</li> <li>Rat Park</li> <li>What sort of drug is...? </li> <li>Drugs: it's the law!</li> <li>Alcohol: what is normal?</li> <li>Joe's story (part 1)</li> <li>Joe's story (part 2)</li> </ul>
<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Two sides to every story</li> <li>Fakebook friends</li> <li>What's it worth?</li> <li>Jobs and taxes</li> <li>Action stations!</li> <li>Project Pitch (parts 1 &amp; 2)</li> <li>Happy shoppers</li> <li>Democracy in Britain 1 - Elections</li> <li>Democracy in Britain 2 - How (most) laws are made</li> </ul>	<b>Being my Best</b> <ul style="list-style-type: none"> <li>Five Ways to Wellbeing project</li> <li>This will be your life!</li> <li>Our recommendations</li> <li>What's the risk? (1)</li> <li>What's the risk? (2)</li> <li>Basic first aid</li> </ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"> <li>Helpful or unhelpful? Managing change</li> <li>I look great!</li> <li>Media manipulation</li> <li>Pressure online</li> <li>Is this normal? </li> <li>Dear Ash</li> <li>Making babies </li> <li>What is HIV? </li> </ul>

Lessons requiring supplementary/ additional Guidance

### Don't force me

- Discusses forced marriage – video from childline (cartoon) and is appropriate. Also, discusses marriage as a public demonstration of a relationship. People in a relationship may choose to get married or not to get married. Marriage is a free choice and legal age of marriage is 16 with parental permission in England and 18 otherwise.

Not appropriate to discuss activity 2.

Marriage is a legal joining of two people as partners in a relationship (man and woman, man and man, woman and woman).

\*Church of England definition of marriage is the legal joining of a man and woman in the eyes of God.

### Acting Appropriately

- Statements are all ok to use but should be used mindfully. Scenarios for children to consider if they would feel comfortable or not and what they should do if they felt uncomfortable (e.g. tell a trusted adult) This would also be important if a friend confided in them. Introduces FGM as a scenario for children to consider if touch was appropriate or not.
- Questions box after session for any concerns

### Tolerance and respect

- Make links explicit to school vision and values and Christian Values

### To share or not to share?

- Lesson discusses sexting and the importance of not sending such messages. Reiterates that once shared, videos/ images can then be shared without your consent and can be seen by people you don't know or people who may be unkind.
- Video is NSPCC 'I saw your willy' cartoon. Focuses on how images we send do not remain private
- Reiterates that it is illegal to share such images.

### What sort of drug is...?

Do not teach this session – covered in next session in more appropriate way.

### Action stations

Good lesson but do not use whiteboard powerpoint as it is not linked to this lesson.

### What's the risk

Scenario where children are asked if typing 'sex' into google is safe. Reiterate that this is unsafe as we cannot control what images/ information will appear and so it may not be something we want to see/ may make us uncomfortable.

Scenario where boys says he likes Justin Bieber and tells his friends – is this safe/ not safe. Safe because he is telling his friends something about his feelings

### Media manipulation

- Possible links to fake news/ under representation of some groups on social media.

### Pressure online

NSPCC video (Lucy and the Boy) cartoon video exploring the idea that who we send messages to might not be the actual person they say they are. Age appropriate and useful

### Is this normal?

Move this lesson to when puberty is taught in Year 5.

Is this normal? - Do not teach this lesson materials online instead for parents– online for parents

What is HIV? - Do not teach this lesson – available online as support for parents

Making Babies - Do not teach this lesson – available online as support for parents

