



Reception

Me and My Relationships	Valuing Difference	Keeping Myself Safe
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

Rights and Responsibilities	Being my Best	Growing and Changing
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.

Me and My Relationships	Valuing Difference	Keeping Myself Safe
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
Rights and Responsibilities	Being my Best	Growing and Changing
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


Me and My Relationships
Our ideal classroom (1)
Our ideal classroom (2)
How are you feeling today?
Bullying or teasing?
Don't do that!
Types of bullying
Being a good friend
Let's all be happy!

Valuing Difference
What makes us who we are?
How do we make others feel?
My special people
When someone is feeling left out
An act of kindness
Solve the problem

Keeping Myself Safe
Harold's picnic
How safe would you feel?
What should Harold say?
I don't like that!
Fun or not?
Should I tell?
Some secrets should never be kept 

Rights and Responsibilities
Getting on with others
When I feel like erupting
Feeling safe
How can we look after our environment?
Harold saves for something special
Harold goes camping
Playing games

Being my Best
You can do it!
My day
Harold's postcard - helping us to keep clean and healthy
Harold's bathroom
My body needs...
What does my body do?

Growing and Changing
A helping hand
Sam moves away
Haven't you grown!
My body, your body 
Respecting privacy
Basic first aid

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


Me and My Relationships
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

Valuing Difference
Family and friends
My community
Respect and challenge
Our friends and neighbours
Let's celebrate our differences
Zeb

Keeping Myself Safe
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?

Rights and Responsibilities
Our helpful volunteers
Helping each other to stay safe
Recount task
Harold's environment project
Can Harold afford it?
Earning money

Being my Best
Derek cooks dinner! (healthy eating)
Poorly Harold
For or against?
I am fantastic!
Getting on with your nerves!
Body team work
Top talents

Growing and Changing
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




Me and My Relationships
Collaboration Challenge!
Give and take
How good a friend are you?
Relationship cake recipe
Being assertive
Our emotional needs
Communication

Valuing Difference
Qualities of friendship
Kind conversations
Happy being me
The land of the Red People
Is it true?
It could happen to anyone

Keeping Myself Safe
'Thinking' about habits
Jay's dilemma
Spot bullying
Ella's diary dilemma
Decision dilemmas
Play, like, share
Drugs: true or false?
Smoking: what is normal?
Would you risk it?

Rights and Responsibilities
What's the story?
Fact or opinion?
Rights, responsibilities and duties
Mo makes a difference
Spending wisely
Lend us a fiver!
Local councils

Being my Best
Getting fit
It all adds up!
Different skills
My school community (2)
Independence and responsibility
Star qualities?
Basic first aid

Growing and Changing
How are they feeling?
Taking notice of our feelings
Dear Hetty 
Changing bodies and feelings 
Growing up and changing bodies 
Help! I'm a teenager - get me out of here!
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




Me and My Relationships
Working together
Let's negotiate
Solve the friendship problem
Assertiveness skills (formerly Behave yourself - 2)
Behave yourself
Dan's day
Don't force me 
Acting appropriately 
It's a puzzle

Valuing Difference
OK to be different
We have more in common than not
Respecting differences
Tolerance and respect for others
Advertising friendships!
Boys will be boys? - challenging gender stereotypes

Keeping Myself Safe
Think before you click!
Traffic lights
To share or not to share?
Rat Park
What sort of drug is...? 
Drugs: it's the law!
Alcohol: what is normal?
Joe's story (part 1)
Joe's story (part 2)

Rights and Responsibilities
Two sides to every story
Fakebook friends
What's it worth?
Jobs and taxes
Action stations!
Project Pitch (parts 1 & 2)
Happy shoppers
Democracy in Britain 1 - Elections
Democracy in Britain 2 - How (most) laws are made

Being my Best
Five Ways to Wellbeing project
This will be your life!
Our recommendations
What's the risk? (1)
What's the risk? (2)
Basic first aid

Growing and Changing
Helpful or unhelpful? Managing change
I look great!
Media manipulation
Pressure online
Is this normal? 
Dear Ash
Making babies 
What is HIV? 

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

