

Term	Lesson	Aim	Against New Guidance 2020/ possible activities / key teaching points
AUT 1	Introduction to RSE My year ahead	Pupils understand what RSE stands for and its importance to their development. Pupils come up with agreement on behaviours within these lessons Pupils understand that these lessons can be malleable and about things that they think are important. We will discuss things that concern them as well as some set lessons that are important for everybody to learn About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Introduction to child line – what do they think are the order of the top ten reasons why a child would call child line	<ul style="list-style-type: none"> • The conventions of courtesy and manners. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Where to get advice e.g. family, school and or other sources (childline) • The wonder of well being reflecting on how I feel about returning to school and the year ahead • How to manage worries
AUT 1	My beliefs	Pupils know some cultural practices are against British law and universal human rights.	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them, make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships eg. Respecting others beliefs and traditions. • About different types of traditions and beliefs, some of which are not accepted and are against the law in Britain. • What is okay and what is not, reminder of pants as a guide, privates are private, always remember your body belongs to you, no means no, talk about secrets that upset you. (PEER ON PEER SEXUAL ABUSE)
AUT 1	Asking for help	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.	<ul style="list-style-type: none"> • Know your rights to be safe and looked after. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. (Harmful sexual abuse- what is and isn't funny/ it's just boys being boys) • Where to get advice e.g. family, school and/or other sources.
AUT 2	My feelings	Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves	<ul style="list-style-type: none"> • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • (Sexualising young people deciding what's attractive- media making people seem like objects)

AUT 2	My Body (pupils can be withdrawn from all or part of this lesson)	Pupils can explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe male and female sexual organs	<ul style="list-style-type: none"> ● See RSHE lead for supporting books and videos
AUT 2	My relationships	<p>Pupils realise the nature and consequence of discrimination including the use of prejudice-based language.</p> <p>Pupils understand how their relationships with friends may change in the next 3-4 years. Children know how to treat a boyfriend or girlfriend and how to deal with rejection</p>	<ul style="list-style-type: none"> ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ● What a stereotype is, and how stereotypes can be unfair, negative or destructive. ● About living in relationships <ul style="list-style-type: none"> ○ not feeling pressured ○ how someone shows real kindness ○ How to feel and act when a relationship comes to an end
SPR 1	Healthy Lifestyles	<p>Pupils understand the benefits of physical exercise, time outdoors, community participation , voluntary and service based activity on mental wellbeing and happiness</p> <p>Pupils understand that Screen time and computer game usage can be detrimental to their mental health</p>	<ul style="list-style-type: none"> ● Discuss why too much screen time may be detrimental to mental health – as part of this discuss anger that can arise from computer games ● How going outside and playing a game or interacting with family and friends is healthy and beneficial ● Introduce the idea of volunteering giving a feel good factor (after SATS could volunteer to litter pick around Scarning Fen for an afternoon)
SPR 1		Pupils can identify the characteristics and mental and physical benefits of an active lifestyle and the importance of building regular exercise into daily and weekly routines and how to achieve this.	<ul style="list-style-type: none"> ● Pupils can look at how they can incorporate physical exercise into their day. ● Children can come up with ideas on how to make sure children are active. Maybe lunchtime club- just dance club, running club, scooter club, children to have a sponsored walk/bike to school week (one idea per class)
SPR 1		<p>How to recognise early signs of physical illness such as weight loss or unexplained changes to the body</p> <p>How to talk about mental illness and the difference between a low day and a continuing low mood</p> <p>Children understand key facts about puberty.</p>	<ul style="list-style-type: none"> ● Discuss checking your body for lumps and bumps and how that becomes even more important as you get older. Checking in the toilet for blood. ● Link back to puberty and the fact the body is changing rapidly so if you're worried ask someone. ● Discuss the difference between low mood for a few days and depression ● Design, make and answer a class problem page
SPR 2	Healthy Lifestyles: Road Safety	<p>Pupils will explore how to create their own Road Safety Campaigns targeted at their peers.</p> <p>Useful resources - https://www.think.gov.uk/resource/lesson-5-campaign-spotlight/</p>	<ul style="list-style-type: none"> ● Working in groups children will look at factors that increase road safety, from education to relevant parts of the green cross / highway code. ● They will use their knowledge to create a campaign (in whatever form you choose) to educate peers / promote the importance of road safety
SPR 2	Keeping safe with technology	<p>Children understand the pressures of keeping up with the latest technology and the fact that some children have technology earlier than others.</p> <p>How this may affect the relationships with your care givers</p>	<ul style="list-style-type: none"> ● Children are given the question 'why is it important to have the latest technology?' and discuss answers. ● What are the reasons that not everyone has the latest technology?

			<ul style="list-style-type: none"> • How may people feel if they haven't got the latest phone? • Link to bullying and that being unkind to someone because they don't have something is cruel • How does their relationship with their parents become affected when they are told you can't have something
SPR 2		<p>Children understand the need to be careful when online. Children understand that people may not be who they appear online. Children understand that sending a picture of themselves to others online mean that picture can be used in all sorts of ways Children understand that it is better to be honest and admit mistakes than to keep carrying them on</p> <p>Children understand that they need to be respectful online-</p>	<ul style="list-style-type: none"> • There are lots of videos out there on online safety and giving away details- watch a few of these. • Print off 6 photos of each child. Get them to give them to each other in class. Then get swap them again and again. How easy is it to control your picture after you've given it out? • Discuss how people are unkind and that they may appear kind at first- some children have been asked for photos in their underwear. When they give these photos the other person asks for more 'private photos' or they'll send the underwear photos to family and friends- talk about having the courage to admit you've done something wrong rather than get into more and more uncomfortable circumstances.
SPR 2		<p>Children understand how to make sure their social media is safe and secure and can look out for unwanted harassment</p>	<ul style="list-style-type: none"> • What is social media? How many different social media platforms can you think of? • What are the benefits and negatives of Social media? • What age are you legally allowed social media? • Becoming addicted to likes and followers and friends- the problem that this gives- think twitter and Instagram where people say that more is better- but by allowing people you don't know in, you expose yourself to more unwanted attention. • Checking the settings on your social media account – Who can see what you can see? • Do not accept harassment- it's not banter
SUM 1	Changing relationships	<p>Pupils understand that the relationship with their parents changes as they get older- How can they keep communication lines open with the adults that care for them</p>	<ul style="list-style-type: none"> • Take a timeline of how their relationship with their parents has changed up to this point- how they are more independent than they were in Year 3 and as a baby Etc. • How their relationship will change over the coming 6 or 7 years • Why it is important that children keep communicating with their careers.
SUM 1	Prejudice and kindness	<p>Pupils can explain what prejudice means when talking about racism and discrimination based on sexuality</p> <p>Pupils understand the negative effects of bullying on other children</p>	<ul style="list-style-type: none"> • Pupils to investigate how bullying can damage a person's mental health • How we must all be careful in the words that we choose- anger is no excuse for using racial or homophobic slurs
SUM 1	Basic first aid	<p>Pupils can understand how to give CPR to someone until a medical team arrives</p>	<ul style="list-style-type: none"> • Heart start
SUM 2	Pupil voice Mental health and body image	<p>The following three lessons may change every year. Because they will be affected as a result of a pupil voice that the RSHE lead will design in early Summer 1. I have put the result of the last survey as an indication of what may come up</p>	

	From the survey of last year's children, this was one of the three main areas children said they wanted more help with		
SUM 2	<p>Pupil Voice Puberty</p> <p>From the survey of last years children, this was one of the three main areas children said they wanted more help with</p>		
SUM 2	Pupil Voice High school		