

Term	Lesson	Aim	Against New Guidance 2020/ possible activities / key teaching points	Key vocabulary
AUT 1	Introduction to RSE	Pupils understand what RSE stands for and its importance to their development. Pupils come up with agreement on behaviours within these lessons	<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. 	Resilience Fake news/ Fake Websites Childline Trusted adults Respect
AUT 1	Introduction to RSE	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	<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) 	
AUT 1	Mental health	Pupils can understand the difference between mental and physical health. Pupils understand that keeping mentally healthy is very important. Simple tips to keep them mentally healthy	<ul style="list-style-type: none"> Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right sup 	
AUT 1	Internet safety	Pupils can understand the many positives of the internet but can also discuss some of the negatives Pupils understand that time restrictions are useful when using the internet Pupils understand how search engines work and are careful about what they find on the internet and its reliability (Tree octopus)	<ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online. 	
AUT 2	My feelings	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self esteem	<ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness. 	Self respect/ self esteem
AUT 2	My Body	Pupils know how their body changes as they grow and develop, how to care for their body and celebrate their uniqueness	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	Unique Self care Kindness (linked to value)
AUT 2	My relationships	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships	<ul style="list-style-type: none"> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 	Healthy and unhealthy relationships Trusted adult

			<p>sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. 	
SPR 1	My beliefs	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl	<ul style="list-style-type: none"> • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • Being respectful to each other's gender- boys will be boys is not an acceptable reason to be unkind 	Stereotype child on child stereotypes
SPR 1	My rights and responsibilities	Pupils understand the right to protect their body from unwanted touch (PANTS)	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • An age appropriate discussion about child on child abuse 	<p>Appropriate and inappropriate touch</p> <p>Safe and unsafe touch</p> <p>Child on child unsafe touches</p> <p>Child on child inappropriate touches</p> <p>Trusted adult</p>
SPR 1	Asking for help	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret	<ul style="list-style-type: none"> • 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. • Trusted adults and their behaviour 	<p>secrets</p> <p>safety</p> <p>surprises</p> <p>private</p> <p>Trusted adult</p>
SPR 2	Healthy lifestyles	<p>Know the characteristics and mental and physical benefits of an active lifestyle.– We need to be mindful that health is complicated- and not link health to weight. Pupils understand that we are more likely to engage in health promoting behaviours if we have a positive body image.</p> <p>Link to mental health</p>	<ul style="list-style-type: none"> • Discuss healthy lifestyles and how that can help our physical and mental health – a variety of health promoting behaviours not just 'exercise' for example- doing things that make them feel happy – seeing friends, watching a movie with their mum etc – exercise can help to boost our mood, can improve our sleep, stamina, mobility – NOT LINKED TO OUR WEIGHT. • Movement should feel joyful – exercising for intrinsic motivations is associated with feelings of appreciation for our body. • Discuss how body image is directly linked to health because the way we think and feel about our body can impact on the choice we make for it. • Avoid using the words ' healthy choices' ' healthy foods' 'unhealthy foods' 'good/bad foods' etc. • Know that bodies come in all shapes and sizes and regardless of shape, size and ability, all have the right to enjoy moving their bodies and engaging in sport. 	<p>Physical exercise</p> <p>Physical health</p> <p>Mental health</p> <p>Joyful movement</p>

SPR 2		Children understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	<ul style="list-style-type: none"> Children look at facts about the sun. They discuss the difference between adverts about the sun now and adverts about the sun in the past. Spot risks in pictures of people in the sun Children create their own 30 second advert to be shown in the summer term during assemblies (do this as a class so there are 4 adverts) 	Sun damage
SPR 2		Pupils will understand how to help someone who is hurt (recovery position) and how to make a clear and efficient call to the emergency services.	<ul style="list-style-type: none"> Children understand the reasons why they would put someone in the recovery position Children can demonstrate putting someone in the recovery position and phoning for the emergency services. 	Recovery position Danger detection Trusted adult
SPR 2	Healthy Lifestyles: Road Safety	<p>Pupils will learn about the “Stop, Look, Listen, Think ” sequence and discuss how it can be applied in a range of settings.</p> <p>Useful resources - https://www.think.gov.uk/resource/lesson-1-do-you-stop-look-listen-think/</p>	<ul style="list-style-type: none"> Children know the Stop, Look, Listen, Think sequence and safer places to cross the road. Children know their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport. Children understand the risks and the effects of risky behaviour and can develop strategies to cope with dangerous situations caused by others. 	Stop, Look, Listen responsibility
SUM 1	Keeping safe with technology	<p>Children understand that a lot of computer games have micro transactions and DLC and that these often cost money</p> <p>Children understand the difference between in game currency and real money</p>	<ul style="list-style-type: none"> Children discuss how much computer games cost- some are free but are they really free? Discuss how the children may feel if they’ve spent all their Christmas/birthday money on ‘different skins’ for a character which don’t really do anything! 	Micro transaction Child on Child pressure Trusted adult
SUM 1		Children understand that some things are not right for their age which is why they have age restrictions and why it is important to adhere to this advice	<ul style="list-style-type: none"> Get the children to think about what they can do now that they couldn’t do when they were younger, how does it feel now you are allowed to do them? What things are the children excited to be able to do within the next few years- discuss why they are not ready for these things yet. Look at computer game age certificates, why do these certificates exist? What could you say to a child who feels very sad that they aren’t allowed to play a game because their parents say they aren’t old enough? (Child on child pressure) 	Trusted adult inappropriate (films tv etc) Child on Child pressure
SUM 1		Children understand how to select safe videos from the internet and what to do if they see something that makes them frightened or uncomfortable	<ul style="list-style-type: none"> Children talk about which video sites they use. Children can talk about if they have ever made videos. Who checks to make sure these are ok? What things should you never do online? Children/people/youtubers sometimes say they will do certain things if they get so many followers, what is the danger of that? Children make a class guide on how to make sure they are safe when watching shows on you tube. 	Trusted adult inappropriate (films tv etc) Child on Child pressure
SUM 2	Changing relationships	Pupils can explain that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	<ul style="list-style-type: none"> Why do friends fall out? Even best friends? How do friendships change over time? Discuss how friendships that have been damaged by unkindness can be repaired. 	Child on child bullying/ harassment Trusted adult

			<ul style="list-style-type: none"> Is there ever a time to walk away from a friendship forever? Age appropriate harassment scenario 	
SUM 2	Kindness and prejudice	Children can understand that kindness is good for our own mental health as well as the person/people we are being kind to. Understand that prejudice will not be tolerated	<ul style="list-style-type: none"> Children can talk about how they feel when people are kind to them and how they feel when they are kind Discuss how positivity and helping others can help our mental health 	Child on Child prejudice Prejudice Racism Mixed ethnic groups (Do not use BAME) Homophobia Homosexual
SUM 2	Check what the children need		<ul style="list-style-type: none"> 	

Quick guide to using this document and to RSHE

The colours correspond to sequences of lessons so if you decide to re-arrange the MTP to fit your topics better you must keep the same colours together and in the same order.

You can change when you decide to do something i.e. you may wish to move keeping safe with technology lessons into the first half term and move My beliefs, My rights and responsibilities and Asking for help to SPR 2. That is absolutely fine just make sure it works for you.

In every lesson there must be a slide on mental health unless there is no obvious link.

Evidence for these lessons will be in the form of YG powerpoints/Smart boards + Class books

The 'what we can do differently' box is if you think something really hasn't worked and needs looking at for subsequent years.

All lessons in Green and Yellow are from the Josie Wells pack that we bought into