

















**PSHE Curriculum**



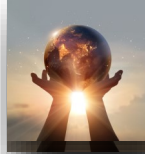



# PSHE Overview

		Term		
		Autumn 1	Autumn 2	Spring 1
Yellow Class	 <p><b><u>Relationships:</u></b></p> <p><i>Ourselves and others; similarities and differences; individuality; our bodies</i></p> <p><b>What is the same and different about us?</b></p>	 <p><b><u>Relationships:</u></b></p> <p><i>Ourselves and others; people who care for us; groups we belong to; families</i></p> <p><b>Who is special to us?</b></p>	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Being healthy; hygiene; medicines; people who help us with health</i></p> <p><b>What helps us stay healthy?</b></p>	
	 <p><b><u>Living in the Wider World:</u></b></p> <p><i>Money; making choices; needs and wants</i></p> <p><b>What can we do with money?</b></p>	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Keeping safe; people who help us</i></p> <p><b>Who helps to keep us safe?</b></p>	 <p><b><u>Living in the Wider World:</u></b></p> <p><i>Ourselves and others; the world around us; caring for others; growing and changing</i></p> <p><b>How can we look after each other and the world?</b></p>	
		Spring 2	Summer 1	Summer 2
		 <p><b><u>Living in the Wider World:</u></b></p> <p><i>Money; making choices; needs and wants</i></p> <p><b>What can we do with money?</b></p>	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Keeping safe; people who help us</i></p> <p><b>Who helps to keep us safe?</b></p>	 <p><b><u>Living in the Wider World:</u></b></p> <p><i>Ourselves and others; the world around us; caring for others; growing and changing</i></p> <p><b>How can we look after each other and the world?</b></p>







# PSHE Overview

		Term		
		Autumn 1	Autumn 2	Spring 1
Green Class (Zippy's Friends)	  <p><b>Module 1:</b> Feeling sad – feeling happy; feeling angry or annoyed; feeling jealous; feeling nervous (PSHE Curriculum link: Year 1 Autumn 2; Year 1 Summer 1; Year 2 Autumn 1; Year 2 Summer 2)</p> <p><b>Feelings: Full of feelings</b></p>	  <p><b>Module 2:</b> Improving communication; listening; who can help us? Saying what we want to say (PSHE Curriculum link: Year 1 Spring 1; Year 1 Summer 1; Year 2 Autumn 1; Year 2 Autumn 2)</p> <p><b>Communication: My favourite things</b></p>	  <p><b>Module 3:</b> How to keep a friend; dealing with loneliness and rejection; how to resolve conflicts with friends; how to make friends (PSHE Curriculum link: Year 1 Summer 1/ Summer 2; Year 2 Autumn 1; Autumn 2)</p> <p><b>Making and breaking relationships: Are you my friend?</b></p>	
		Spring 2	Summer 1	Summer 2
	  <p><b>Module 4:</b> How to recognise good solutions; dealing with bullying; solving problems; helping others resolve conflicts (PSHE Curriculum link: Year 1 Summer 2; Year 2 Autumn 1; Year 2 Autumn 2)</p> <p><b>Conflict Resolution: Beating Bullying</b></p>	  <p><b>Module 5:</b> Change and loss are a part of life; coping with death; visit to a graveyard; learning from change and loss (PSHE Curriculum link: Year 1 Autumn 2; Year 2 Summer 2)</p> <p><b>Dealing with Change and Loss: Saying Goodbye</b></p>	   <p><b>Module 6:</b> Different ways to cope; how to help others; adapting to new situations; celebrating together (PSHE Curriculum link: Year 1 Summer 2; Year 2 Autumn 2; Year 2 Summer 2)</p> <p><b>We Cope: We Cope</b></p>	













# PSHE Overview

		Term		
		Autumn 1	Autumn 2	Spring 1
Blue Class	 <p><b><u>Relationships:</u></b> <i>Friendship; feeling lonely; managing arguments</i></p> <p><b>What makes a good friend?</b></p>	 <p><b><u>Relationships:</u></b> <i>Behaviour; bullying; words and actions; respect for others</i></p> <p><b>What is bullying?</b></p>	 <p><b><u>Living in the Wider World:</u></b> <i>People and jobs; money; role of the Internet</i></p> <p><b>What jobs do people do?</b></p>	
		Spring 2	Summer 1	Summer 2
	 <p><b><u>Health and Wellbeing:</u></b> <i>Keeping safe; recognising risk; rules</i></p> <p><b>What helps us to stay safe?</b></p>	 <p><b><u>Health and Wellbeing:</u></b> <i>Being healthy: eating, drinking, playing and sleeping</i></p> <p><b>What can help us grow and stay healthy?</b></p>	 <p><b><u>Health and Wellbeing:</u></b> <i>Feelings; mood; times of change; loss and bereavement; growing up</i></p> <p><b>How do we recognise our feelings?</b></p>	







# PSHE Overview

		Term		
		Autumn 1	Autumn 2	Spring 1
Orange Class	 <p><b><u>Relationships:</u></b></p> <p><i>Friendship; making positive friendships, managing loneliness, dealing with arguments</i></p> <p><b>How can we be a good friend?</b></p>	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</i></p> <p><b>What keeps us safe?</b></p>	 <p><b><u>Relationships:</u></b></p> <p><i>Families; family life; caring for each other</i></p> <p><b>What are families like?</b></p>	
	 <p><b><u>Living in the Wider World:</u></b></p> <p><i>Community; belonging to groups; similarities and differences; respect for others</i></p> <p><b>What makes a community?</b></p>	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Being healthy: eating well, dental care</i></p> <p><b>Why should we eat well and look after our teeth?</b></p>	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Being healthy: keeping active, taking rest</i></p> <p><b>Why should we keep active and sleep well?</b></p>	
		Spring 2	Summer 1	Summer 2







# PSHE Overview

		Term		
		Autumn 1	Autumn 2	Spring 1
Lime Class (Apple's Friends)	  <p><b>Module 1:</b> To improve children's abilities to identify feelings and choose good solutions to help themselves and others to feel better. (PSHE Curriculum link: Year 3 Autumn 1; Year 4 Autumn 1; Year 4 Spring 1)</p> <p><b>Feelings</b></p>	  <p><b>Module 2:</b> To improve children's abilities to communicate effectively and to listen and empathise with others. (PSHE Curriculum link: Year 3 Spring 2; Year 4 Autumn 2; Year 4 Summer 1)</p> <p><b>Communication</b></p>	  <p><b>Module 3:</b> To improve children's abilities to make friends and to cope with rejection and loneliness. (PSHE Curriculum link: Year 3 Autumn 1; Year 4 Autumn 2; Year 4 Spring 1)</p> <p><b>Friendship</b></p>	
		<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	  <p><b>Module 4:</b> To improve children's abilities to resolve conflicts. (PSHE Curriculum link: Year 3 Autumn 1; Year 4 Summer 2)</p> <p><b>Solving Problems</b></p>	   <p><b>Module 5:</b> To improve children's abilities to cope with change and loss. (PSHE Curriculum link: Year 3 Spring 1; Year 4 Spring 1)</p> <p><b>Changes</b></p>	 <p><b>Module 6:</b> To improve children's abilities to cope with worry and disappointment and reinforce the use of positive coping skills. (PSHE Curriculum link: Year 3 Autumn 2; Year 4 Autumn 1; Year 4 Summer 2)</p> <p><b>Moving Forward</b></p>	

# PSHE Overview




		Term		
		Autumn 1	Autumn 2	Spring 1
Lilac Class	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</i></p> <p><b>What strengths, skills and interests do we have ?</b></p>	 <p><b><u>Relationships:</u></b></p> <p><i>Respect for self and others; courteous behaviour; safety; human rights</i></p> <p><b>How do we treat each other with respect?</b></p>	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Feelings and emotions; expression of feelings; behaviour</i></p> <p><b>How can we manage our feelings?</b></p>	
		Spring 2	Summer 1	Summer 2
	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Growing and changing; puberty</i></p> <p><b>How will we grow and change?</b></p>	 <p><b><u>Living in the Wider World:</u></b></p> <p><i>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</i></p> <p><b>How can our choices make a difference to others and the environment?</b></p>	 <p><b><u>Health and Wellbeing:</u></b></p> <p><i>Keeping safe; out and about; recognising and managing risk</i></p> <p><b>How can we manage risk in different places?</b></p>	

# PSHE Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Turquoise Class	 <p><b><u>Health and Wellbeing:</u></b> <i>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</i></p> <p><b>What makes up our identity?</b></p>	 <p><b><u>Living in the Wider World:</u></b> <i>Money; making decisions; spending and saving</i></p> <p><b>What decisions can people make with money?</b></p>	 <p><b><u>Health and Wellbeing:</u></b> <i>Basic first aid, accidents, dealing with emergencies</i></p> <p><b>How can we help in an accident or emergency?</b></p>
	Spring 2	Summer 1	Summer 2
	 <p><b><u>Relationships:</u></b> <i>Friendships; relationships; becoming independent; online safety</i></p> <p><b>How can friends communicate safely?</b></p>	 <p><b><u>Health and Wellbeing:</u></b> <i>Drugs, alcohol and tobacco; healthy habits</i></p> <p><b>How can drugs common to everyday life affect health?</b></p>	 <p><b><u>Living in the Wider World:</u></b> <i>Careers; aspirations; role models; the future</i></p> <p><b>What jobs would we like?</b></p>



# PSHE Overview

Term	
Purple Class	<b>Autumn 1 &amp; 2</b>
	<b><u>Health and Wellbeing:</u></b>
	 <i>Looking after ourselves; growing up; becoming independent; taking more responsibility</i>
	<b>How can we keep healthy as we grow?</b>
	<b>Spring 1 &amp; 2</b>
	<b><u>Living in the Wider World:</u></b>
 <i>Media literacy and digital resilience; influences and decision-making; online safety</i>	
<b>How can the media influence people?</b>	
<b>Summer 1 &amp; 2</b>	
<b><u>Relationships:</u></b>	
 <i>Different relationships, changing and growing, adulthood, independence, moving to secondary school</i>	
<b>What will change as we become more independent?</b>	
<b>How do friendships change as we grow?</b>	



# Yellow Class

## Autumn 1

### Relationships: What is the same and different about us?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H21:</b> to recognise what makes them special</p> <p><b>H22:</b> to recognise the ways in which we are all unique</p> <p><b>H23:</b> to identify what they are good at, what they like and dislike</p> <p><b>H25:</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>R13:</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R23:</b> to recognise the ways in which they are the same and different to others</p> <p><b>L6:</b> to recognise the ways they are the same as, and different to, other people</p> <p><b>L14:</b> that everyone has different strengths</p>	<ul style="list-style-type: none"><li>• what they like/dislike and are good at</li><li>• what makes them special and how everyone has different</li><li>• strengths</li><li>• how their personal features or qualities are unique to them</li><li>• how they are similar or different to others, and what they have in common</li><li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li></ul>

# Yellow Class

## Autumn 2

### Relationships: Who is special to us?

Programme of Study References	In this unit of work, pupils learn...
<p><b>L4:</b> about the different groups they belong to</p> <p><b>R1:</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2:</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3:</b> about different types of families including those that may be different to their own</p> <p><b>R4:</b> to identify common features of family life</p> <p><b>R5:</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<ul style="list-style-type: none"><li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li><li>• about the different people in their family / those that love and care for them</li><li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li><li>• how families are all different but share common features – what is the same and different about them</li><li>• about different features of family life, including what families do/ enjoy together</li><li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li></ul>

# Yellow Class

## Spring 1:

### Health and Wellbeing: What helps us stay healthy?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H1:</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H5:</b> simple hygiene routines that can stop germs from spreading</p> <p><b>H6:</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H7:</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H10:</b> about the people who help us to stay physically healthy</p> <p><b>H37:</b> about things that people can put into their body or on their skin; how these can affect how people feel</p>	<ul style="list-style-type: none"><li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li><li>• that things people put into or onto their bodies can affect how they feel</li><li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li><li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li><li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li></ul>

# Yellow Class

## Spring 2:

### Living in the Wider World: What can we do with money?

Programme of Study References	In this unit of work, pupils learn...
<p><b>L10:</b> what money is; forms that money comes in; that money comes from different sources</p> <p><b>L11:</b> that people make different choices about how to save and spend money</p> <p><b>L12:</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L13:</b> that money needs to be looked after; different ways of doing this</p>	<ul style="list-style-type: none"><li>• what money is - that money comes in different forms</li><li>• how money is obtained (e.g. earned, won, borrowed, presents)</li><li>• how people make choices about what to do with money, including spending and saving</li><li>• the difference between needs and wants - that people may not always be able to have the things they want</li><li>• how to keep money safe and the different ways of doing this</li></ul>

# Yellow Class

## Summer 1:

### Health and Wellbeing: Who helps to keep us safe?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H33:</b> about the people whose job it is to help keep us safe</p> <p><b>H35:</b> about what to do if there is an accident and someone is hurt</p> <p><b>H36:</b> how to get help in an emergency (how to dial 999 and what to say)</p> <p><b>R15:</b> how to respond safely to adults they don't know</p> <p><b>R20:</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>L5:</b> about the different roles and responsibilities people have in their community</p>	<ul style="list-style-type: none"><li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li><li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li><li>• how to respond safely to adults they don't know</li><li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li><li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li></ul>

# Yellow Class

## Summer 2:

**Living in the Wider World: How can we look after each other and the world?**

<b>Programme of Study References</b>	<b>In this unit of work, pupils learn...</b>
<p><b>H26:</b> about growing and changing from young to old and how people's needs change</p> <p><b>H27:</b> about preparing to move to a new class/year group</p> <p><b>R21:</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22:</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R24:</b> how to listen to other people and play and work cooperatively</p> <p><b>R25:</b> how to talk about and share their opinions on things that matter to them</p> <p><b>L2:</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3:</b> about things they can do to help look after their environment</p>	<ul style="list-style-type: none"><li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li><li>• the responsibilities they have in and out of the classroom</li><li>• how people and animals need to be looked after and cared for</li><li>• what can harm the local and global environment; how they and others can help care for it</li><li>• how people grow and change and how people's needs change as they grow from young to old</li><li>• how to manage change when moving to a new class/year group</li></ul>



# Green Class

## Autumn 1: Module 1 Feelings: Full of feelings

Programme of Study References	In this unit of work, pupils learn...
<p><b>H11:</b> about different feelings that humans can experience</p> <p><b>H12:</b> how to recognise and name different feelings</p> <p><b>H13:</b> how feelings can affect people's bodies and how they behave</p> <p><b>H14:</b> how to recognise what others might be feeling</p> <p><b>H15:</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16:</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17:</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18:</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19:</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H24:</b> how to manage when finding things difficult</p> <p><b>R9:</b> how to ask for help if a friendship is making them feel unhappy</p> <p><b>L1:</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>R5:</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>To improve their abilities to recognise different emotions and to identify strategies to cope with them.</p> <p><b>Session 1 : Feeling sad /Feeling happy</b> To improve their abilities to recognise feeling sad and to identify ways to cope.</p> <p><b>Session 2: Feeling angry or annoyed</b> To improve their abilities to recognise feelings of anger and annoyance and to identify ways to cope with these feelings.</p> <p><b>Session 3: Feeling jealous</b> To improve their abilities to identify jealousy and to learn ways to cope with this feeling.</p> <p><b>Session 4: Feeling nervous</b> To improve their abilities to recognise feeling nervous and to identify ways to cope with this.</p>

# Green Class

## Autumn 2: Module 2 Communication: My favourite things

Programme of Study References	In this unit of work, pupils learn...
<p><b>H11:</b> about different feelings that humans can experience  <b>H12:</b> how to recognise and name different feelings  <b>H13:</b> how feelings can affect people's bodies and how they behave  <b>H14:</b> how to recognise what others might be feeling  <b>H15:</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things  <b>H16:</b> about ways of sharing feelings; a range of words to describe feelings  <b>H17:</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  <b>H19:</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  <b>H24:</b> how to manage when finding things difficult  <b>H33:</b> about the people whose job it is to help keep us safe <b>H34:</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  <b>H36:</b> how to get help in an emergency (how to dial 999 and what to say)  <b>R5:</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried  <b>R9:</b> how to ask for help if a friendship is making them feel unhappy  <b>R12:</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  <b>R15:</b> how to respond safely to adults they don't know  <b>R20:</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard  <b>R22:</b> about how to treat themselves and others with respect; how to be polite and courteous  <b>R23:</b> to recognise the ways in which they are the same and different to others  <b>R24:</b> how to listen to other people and play and work cooperatively  <b>R25:</b> how to talk about and share their opinions on things that matter to them  <b>L1:</b> about what rules are, why they are needed, and why different rules are needed for different situations  <b>L2:</b> how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>To improve their abilities to communicate and listen to other people.</p> <p><b>Session 1 : Improving Communication</b> To improve their abilities to recognise effective and ineffective ways of expressing how they feel.</p> <p><b>Session 2: Listening</b> To improve their abilities to listen to other people.</p> <p><b>Session 3: Who can help us?</b> To improve their abilities to ask for help.</p> <p><b>Session 4: Saying what we want to say.</b> To improve their abilities to say what they want to say.</p>

# Green Class

## Spring 1: Module 3

### Making and breaking relationships: Are you my friend?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H11:</b> about different feelings that humans can experience</p> <p><b>H12:</b> how to recognise and name different feelings</p> <p><b>H13:</b> how feelings can affect people's bodies and how they behave</p> <p><b>H14:</b> how to recognise what others might be feeling</p> <p><b>H15:</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16:</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17:</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18:</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19:</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>R1:</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2:</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3:</b> about different types of families including those that may be different to their own</p> <p><b>R4:</b> to identify common features of family life</p> <p><b>R6:</b> about how people make friends and what makes a good friendship</p> <p><b>R7:</b> about how to recognise when they or someone else feels lonely and what to do</p> <p><b>R8:</b> simple strategies to resolve arguments between friends positively</p> <p><b>R9:</b> how to ask for help if a friendship is making them feel unhappy</p> <p><b>R21:</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22:</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>L1:</b> about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>To improve their abilities to make friends and cope with rejection and loneliness.</p> <p><b>Session 1 : How to keep a friend</b> To improve their abilities to keep their friends.</p> <p><b>Session 2: Dealing with loneliness and rejection</b> To improve their abilities to cope with loneliness and rejection.</p> <p><b>Session 3: How to resolve conflicts with friends</b> To improve their abilities to resolve conflicts with friends.</p> <p><b>Session 4: How to make friends</b> To improve their abilities to make friends.</p>

# Green Class

## Spring 2: Module 4

### Conflict Resolution: Beating Bullying

#### Programme of Study References

**H17:** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  
**H18:** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good  
**R3:** about different types of families including those that may be different to their own  
**R4:** to identify common features of family life  
**R6:** about how people make friends and what makes a good friendship  
**R8:** simple strategies to resolve arguments between friends positively  
**R9:** how to ask for help if a friendship is making them feel unhappy  
**R10:** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  
**R11:** about how people may feel if they experience hurtful behaviour or bullying  
**R12:** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  
**R20:** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard  
**R21:** about what is kind and unkind behaviour, and how this can affect others  
**R22:** about how to treat themselves and others with respect; how to be polite and courteous  
**R23:** to recognise the ways in which they are the same and different to others  
**L1:** about what rules are, why they are needed, and why different rules are needed for different situations  
**L2:** how people and other living things have different needs; about the responsibilities of caring for them  
**L6:** to recognise the ways they are the same as, and different to, other people

#### In this unit of work, pupils learn...

To improve their abilities to resolve conflict.

#### **Session 1 : How to recognise good solutions**

To increase their abilities to recognise the characteristics of a good solution.

#### **Session 2: Dealing with bullying**

To improve their abilities to deal with situations involving bullying.

#### **Session 3: Solving problems**

To improve their abilities to resolve conflicts, particularly when they are angry.

#### **Session 4: Helping others resolve conflict**

To improve their abilities to help others resolve conflicts.

# Green Class

## Summer 1: Module 5 Dealing with Change and Loss: Saying Goodbye

Programme of Study References	In this unit of work, pupils learn...
<p><b>H11:</b> about different feelings that humans can experience</p> <p><b>H12:</b> how to recognise and name different feelings</p> <p><b>H13:</b> how feelings can affect people's bodies and how they behave</p> <p><b>H14:</b> how to recognise what others might be feeling</p> <p><b>H15:</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16:</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17:</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18:</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19:</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H20:</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H24:</b> how to manage when finding things difficult</p> <p><b>H26:</b> about growing and changing from young to old and how people's needs change</p> <p><b>H27:</b> about preparing to move to a new class/year group</p> <p><b>R3:</b> about different types of families including those that may be different to their own</p> <p><b>R4:</b> to identify common features of family life</p> <p><b>R6:</b> about how people make friends and what makes a good friendship</p> <p><b>R22:</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R23:</b> to recognise the ways in which they are the same and different to others</p> <p><b>L1:</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2:</b> how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>To improve their abilities to cope with change and loss.</p> <p><b>Session 1 : Change and loss are part of life</b> To increase their understanding that change and loss are part of normal everyday experiences.</p> <p><b>Session 2: Coping with death</b> To increase their understanding that death is a normal part of life, and to improve their abilities to cope with situations involving grief and loss.</p> <p><b>Session 3: Visit to a graveyard</b> To improve their abilities to talk about death and loss.</p> <p><b>Session 4: Learning from change and loss</b> To improve their understanding that change and loss can have positive effects.</p>

# Green Class

## Summer 2: Module 6 We Cope: We Cope

Programme of Study References	In this unit of work, pupils learn...
<p><b>H17:</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18:</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H20:</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H24:</b> how to manage when finding things difficult</p> <p><b>H26:</b> about growing and changing from young to old and how people's needs change</p> <p><b>H27:</b> about preparing to move to a new class/year group</p> <p><b>R3:</b> about different types of families including those that may be different to their own</p> <p><b>R4:</b> to identify common features of family life</p> <p><b>R6:</b> about how people make friends and what makes a good friendship</p> <p><b>R11:</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R22:</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R23:</b> to recognise the ways in which they are the same and different to others</p> <p><b>L1:</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2:</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L6:</b> to recognise the ways they are the same as, and different to, other people</p>	<p>To improve their abilities to use a variety of coping strategies in different situations.</p> <p><b>Session 1 : Different ways to cope</b> To improve their abilities to use different coping strategies.</p> <p><b>Session 2: How to help others</b> To improve their abilities to help other cope with different situations.</p> <p><b>Session 3: Adapting to new situations</b> To improve their abilities to apply their coping skills to new situations.</p> <p><b>Session 4: Celebrating together</b> To review what they have learned during Zippy's Friends and to celebrate together.</p>

# Blue Class

## Autumn 1: Relationships: What makes a good friend?

Programme of Study References	In this unit of work, pupils learn...
<p><b>R6:</b> about how people make friends and what makes a good friendship</p> <p><b>R7:</b> about how to recognise when they or someone else feels lonely and what to do</p> <p><b>R8:</b> simple strategies to resolve arguments between friends positively</p> <p><b>R9:</b> how to ask for help if a friendship is making them feel unhappy</p> <p><b>R25:</b> how to talk about and share their opinions on things that matter to them</p>	<ul style="list-style-type: none"><li>• how to make friends with others</li><li>• how to recognise when they feel lonely and what they could do about it</li><li>• how people behave when they are being friendly and what makes a good friend</li><li>• how to resolve arguments that can occur in friendships</li><li>• how to ask for help if a friendship is making them unhappy</li></ul>

# Blue Class

## Autumn 2: Relationships: What is bullying?

Programme of Study References	In this unit of work, pupils learn...
<p><b>R10:</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11:</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12:</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>R16:</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R17:</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R21:</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22:</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R24:</b> how to listen to other people and play and work cooperatively</p> <p><b>R25:</b> how to talk about and share their opinions on things that matter to them</p>	<ul style="list-style-type: none"><li>• how words and actions can affect how people feel</li><li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li><li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li><li>• how to respond if this happens in different situations</li><li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li></ul>



# Blue Class

## Spring 1:

### Living in the Wider World: What jobs do people do?

Programme of Study References	In this unit of work, pupils learn...
<p><b>L7:</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8:</b> about the role of the internet in everyday life</p> <p><b>L15:</b> that jobs help people to earn money to pay for things <b>L16:</b> different jobs that people they know or people who work in the community do</p> <p><b>L17:</b> about some of the strengths and interests someone might need to do different jobs</p>	<ul style="list-style-type: none"><li>• how jobs help people earn money to pay for things they need and want</li><li>• about a range of different jobs, including those done by people they know or people who work in their community</li><li>• how people have different strengths and interests that enable them to do different jobs</li><li>• how people use the internet and digital devices in their jobs and everyday life</li></ul>

# Blue Class

## Spring 2:

### Health and Wellbeing: What helps us to stay safe?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H28:</b> about rules and age restrictions that keep us safe</p> <p><b>H29:</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H30:</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p><b>H31:</b> that household products (including medicines) can be harmful if not used correctly</p> <p><b>H32:</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H34:</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><b>R16:</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R18:</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) <b>R19:</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20:</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>L1:</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L9:</b> that not all information seen online is true</p>	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>

# Blue Class

## Summer 1: Health and Wellbeing: What can help us grow and stay healthy?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H1:</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2:</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H3:</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4:</b> about why sleep is important and different ways to rest and relax</p> <p><b>H8:</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H9:</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<ul style="list-style-type: none"><li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li><li>• that eating and drinking too much sugar can affect their health, including dental health</li><li>• how to be physically active and how much rest and sleep they should have everyday</li><li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li><li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li></ul>

# Blue Class

## Summer 2:

### Health and Wellbeing: How do we recognise our feelings?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H11:</b> about different feelings that humans can experience</p> <p><b>H12:</b> how to recognise and name different feelings</p> <p><b>H13:</b> how feelings can affect people's bodies and how they behave</p> <p><b>H14:</b> how to recognise what others might be feeling</p> <p><b>H15:</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16:</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17:</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18:</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19:</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H20:</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H24:</b> how to manage when finding things difficult</p> <p><b>H27:</b> about preparing to move to a new class/year group</p>	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>

# Orange Class

## Autumn 1:

### Relationships: How can we be a good friend?

Programme of Study References	In this unit of work, pupils learn...
<p><b>R10:</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11:</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R13:</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14:</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R17:</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<ul style="list-style-type: none"><li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li><li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li><li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li><li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li><li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li></ul>

# Orange Class

## Autumn 2: Health and Wellbeing: What keeps us safe?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p><b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p><b>H44.</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R26.</b> about seeking and giving permission (consent) in different situations</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>

# Orange Class

## Spring 1: Relationships: What are families like?

Programme of Study References	In this unit of work, pupils learn...
<p><b>R5:</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R6:</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R7:</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p><b>R8:</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p><b>R9:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<ul style="list-style-type: none"><li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li><li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li><li>• how people within families should care for each other and the different ways they demonstrate this</li><li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li></ul>

# Orange Class

## Spring 2:

### Living in the Wider World: What makes a community?

Programme of Study References	In this unit of work, pupils learn...
<p><b>R32:</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>R33:</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>L6:</b> about the different groups that make up their community; what living in a community means</p> <p><b>L7:</b> to value the different contributions that people and groups make to the community</p> <p><b>L8:</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<ul style="list-style-type: none"><li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li><li>• what is meant by a diverse community; how different groups make up the wider/local community around the school •</li><li>• how the community helps everyone to feel included and values the different contributions that people make</li><li>• how to be respectful towards people who may live differently to them</li></ul>



# Orange Class

## Summer 1:

### Health and Wellbeing: Why should we eat well and look after our teeth?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H1:</b> how to make informed decisions about health</p> <p><b>H2:</b> about the elements of a balanced, healthy lifestyle</p> <p><b>H3:</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4:</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H5:</b> about what good physical health means; how to recognise early signs of physical illness</p> <p><b>H6:</b> about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p><b>H11:</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><b>H14:</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<ul style="list-style-type: none"><li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li><li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li><li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li><li>• how people make choices about what to eat and drink, including who or what influences these</li><li>• how, when and where to ask for advice and help about healthy eating and dental care</li></ul>

# Orange Class

## Summer 2:

### Health and Wellbeing: Why should we keep active and sleep well?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H1:</b> how to make informed decisions about health</p> <p><b>H2:</b> about the elements of a balanced, healthy lifestyle</p> <p><b>H3:</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4:</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H7:</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><b>H8:</b> about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><b>H13:</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>H14:</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<ul style="list-style-type: none"><li>• how regular physical activity benefits bodies and feelings</li><li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li><li>• how to make choices about physical activity, including what and who influences decisions</li><li>• how the lack of physical activity can affect health and wellbeing</li><li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li><li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li></ul>

# Lime Class

## Autumn 1: Module 1 Feelings

Programme of Study References	In this unit of work, pupils learn...
<p><b>H16:</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H17:</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18:</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19:</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p><b>H20:</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H22:</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><b>R1:</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R9:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>R31:</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>L1:</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L4:</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p><b>Session 1 : Introductions and Agreement</b> To introduce Apple's Friends and prepare and enthuse.</p> <p><b>Session 2: Our Feelings</b> To help them identify and talk about their own feelings and others' feelings, and to identify appropriate coping techniques for difficult feelings.</p> <p><b>Session 3: How to feel better</b> To practise generating and choosing solutions which can help them to cope with difficult feelings and situations, for themselves and others.</p> <p><b>Session 4: Complete the story 'Waking Up'</b> To help them identify other peoples' feelings and to generate solutions to help them.</p>

# Lime Class

## Autumn 2: Module 2 Communication

Programme of Study References	In this unit of work, pupils learn...
<p><b>H16:</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H19:</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p><b>H20:</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H44:</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>R1:</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R5:</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R31:</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>R33:</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>L1:</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>	<p><b>Session 1 : Listening Skills</b> To help them to practise how to be good listeners.</p> <p><b>Session 2: Saying what you want to say</b> To strengthen their abilities to say what they want to say, using five simple rules.</p> <p><b>Session 3: Speaking in difficult situations</b> To give them practise in saying what they want to say in difficult situations, using the five rules.</p> <p><b>Session 4: Complete the story “Weekend plans”</b> To give them the opportunity to practise the skills of empathy, developing strategies for coping with difficulties, and good communication.</p>

# Lime Class

## Spring 1: Module 3 Friendship

Programme of Study References	In this unit of work, pupils learn...
<p><b>H16:</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H27:</b> to recognise their individuality and personal qualities</p> <p><b>H28:</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29:</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>R1:</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R5:</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R9:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>R10:</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11:</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R13:</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14:</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R15:</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R21:</b> about discrimination: what it means and how to challenge it</p> <p><b>L1:</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L4:</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L25:</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p><b>Session 1 : What makes a good friend?</b> To consider the qualities that are important in a friend, and understand what they want from a friendship.</p> <p><b>Session 2: Coping with loneliness and rejection</b> To improve their skill for coping with loneliness and rejection.</p> <p><b>Session 3: Problems between friends</b> To help them cope with problems with their friends.</p> <p><b>Session 4: Complete the story 'New neighbours'</b> To give them the opportunity to practise the skills of empathy and making friends.</p>

# Lime Class

## Spring 2: Module 4 Solving Problems

Programme of Study References	In this unit of work, pupils learn...
<p><b>H19:</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p><b>H20:</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H21:</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22:</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><b>H24:</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H34:</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>H42:</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>R9:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>R12:</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p><b>R15:</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R19:</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20:</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><b>R22:</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>R29:</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>R30:</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>L10:</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><b>L11:</b> recognise ways in which the internet and social media can be used both positively and negatively</p>	<p><b>Session 1 : Who can help me?</b> To help them to think about who can help them in different situations.</p> <p><b>Session 2: Steps to a good solution</b> To help them practise how to calm down and find ways to a good solution.</p> <p><b>Session 3: Contract against bullying/Our wishes for our class</b> To agree rules about bullying, and produce a class agreement or contract.</p> <p><b>Session 4: Complete the story 'Big boys' football'</b> To see themselves as part of a group, to identify what they want for their class and to think and talk about working collaboratively.</p>

# Lime Class

## Summer 1: Module 5 Changes

Programme of Study References	In this unit of work, pupils learn...
<p><b>H23:</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><b>H24:</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H35:</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>R1:</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R5:</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R9:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>L1:</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L4:</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p><b>Session 1 : Change is a part of life</b> To help them understand that changes are a part of life and that we can adapt successfully to new circumstances.</p> <p><b>Session 2: Different types of change</b> To help them practise how to help themselves feel better in situations that cannot be changed.</p> <p><b>Session 3: Coping with loss</b> To help them cope with loss and to see that there are ways to make themselves and others feel better .</p> <p><b>Session 4: Complete the story ‘Tommy’s Holiday’</b> To help them generate coping strategies for difficult situations such as family break-up.</p>

# Lime Class

## Summer 2: Module 6 Moving Forward

Programme of Study References	In this unit of work, pupils learn...
<p><b>H16:</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H19:</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p><b>H20:</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H22:</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><b>H24:</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>R31:</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p><b>Session 1 : Dealing with disappointment</b> To help them to learn to cope with disappointment.</p> <p><b>Session 2: Ways to cope with worries</b> To give them the opportunity to express their worries and practise helping themselves and others cope with anxiety.</p> <p><b>Session 3: Complete the story ‘End of the holidays’</b> To give them the opportunity to practise the skills they have developed.</p> <p><b>Session 4: Celebrating together</b> To help them reflect on what they have learned over the year and celebrate what they have learned.</p>



# Lilac Class

## Autumn 1:

**Health and Wellbeing: What strengths, skills and interests do we have ?**

<b>Programme of Study References</b>	<b>In this unit of work, pupils learn...</b>
<p><b>H27:</b> to recognise their individuality and personal qualities <b>H28:</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth <b>H29:</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking <b>L25:</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<ul style="list-style-type: none"><li>• how to recognise personal qualities and individuality</li><li>• to develop self-worth by identifying positive things about themselves and their achievements</li><li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li><li>• how to set goals for themselves</li><li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li></ul>

# Lilac Class

## Autumn 2:

### Relationships: How do we treat each other with respect?

Programme of Study References	In this unit of work, pupils learn...
<p><b>R19:</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20:</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><b>R21:</b> about discrimination: what it means and how to challenge it</p> <p><b>R22:</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p><b>R25:</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R27:</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p><b>R29:</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>R31:</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>H45:</b> that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup></p> <p><b>L2:</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3:</b> about the relationship between rights and responsibilities</p> <p><b>L10:</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>

# Lilac Class

## Spring 1:

### Health and Wellbeing: How can we manage our feelings?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H17:</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18:</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19:</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p><b>H20:</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H23:</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<ul style="list-style-type: none"><li>• how everyday things can affect feelings</li><li>• how feelings change over time and can be experienced at different levels of intensity</li><li>• the importance of expressing feelings and how they can be expressed in different ways</li><li>• how to respond proportionately to, and manage, feelings in different circumstances</li><li>• ways of managing feelings at times of loss, grief and change</li><li>• how to access advice and support to help manage their own or others' feelings</li></ul>

# Lilac Class

## Spring 2:

### Health and Wellbeing: How will we grow and change?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H31:</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32:</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H34:</b> about where to get more information, help and advice about growing and changing, especially about puberty</p>	<ul style="list-style-type: none"><li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li><li>• how puberty can affect emotions and feelings</li><li>• how personal hygiene routines change during puberty</li><li>• how to ask for advice and support about growing and changing and puberty</li></ul>

# Lilac Class

## Summer 1:

**Living in the Wider World: How can our choices make a difference to others and the environment?**

Programme of Study References	In this unit of work, pupils learn...
<p><b>L4:</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5:</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>L19:</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p><b>R34:</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<ul style="list-style-type: none"><li>• how people have a shared responsibility to help protect the world around them</li><li>• how everyday choices can affect the environment</li><li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li><li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li><li>• how to show care and concern for others (people and animals)</li><li>• how to carry out personal responsibilities in a caring and compassionate way</li></ul>

# Lilac Class

## Summer 2:

### Health and Wellbeing: How can we manage risk in different places?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H27:</b> to recognise their individuality and personal qualities H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p><b>H38:</b> how to predict, assess and manage risk in different situations</p> <p><b>H41:</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><b>H42:</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>H47:</b> to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p><b>R12:</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p><b>R15:</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R23:</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p><b>R24:</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>R28:</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29:</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L5:</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>L15:</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>

# Turquoise Class

## Autumn 1:

### Health and Wellbeing: What makes up our identity?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H25:</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H26:</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H27:</b> to recognise their individuality and personal qualities <b>R32:</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>L9:</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<ul style="list-style-type: none"><li>• how to recognise and respect similarities and differences between people and what they have in common with others</li><li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li><li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li><li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li><li>• how to challenge stereotypes and assumptions about others</li></ul>

# Turquoise Class

## Autumn 2:

### Living in the Wider World: What decisions can people make with money?

Programme of Study References	In this unit of work, pupils learn...
<p><b>R34:</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p><b>L17:</b> about the different ways to pay for things and the choices people have about this</p> <p><b>L18:</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p><b>L20:</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>L21:</b> different ways to keep track of money</p> <p><b>L22:</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L24:</b> to identify the ways that money can impact on people's feelings and emotions</p>	<ul style="list-style-type: none"><li>• how people make decisions about spending and saving money and what influences them</li><li>• how to keep track of money so people know how much they have to spend or save</li><li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/ savings; store card/ credit cards; loans)</li><li>• how to recognise what makes something 'value for money' and what this means to them</li><li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li></ul>



# Turquoise Class

## Spring 1:

### Health and Wellbeing: How can we help in an accident or emergency?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H43:</b> about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p><b>H44:</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<ul style="list-style-type: none"><li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li><li>• that if someone has experienced a head injury, they should not be moved</li><li>• when it is appropriate to use first aid and the importance of seeking adult help the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li></ul>

# Turquoise Class

## Spring 2:

### Relationships: How can friends communicate safely?

Programme of Study References	In this unit of work, pupils learn...
<p><b>R1:</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R18:</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><b>R24:</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>R26:</b> about seeking and giving permission (consent) in different situations</p> <p><b>R29:</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>L11:</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L15:</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>

# Turquoise Class

## Summer 1:

### Health and Wellbeing: How can drugs common to everyday life affect health?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H1:</b> how to make informed decisions about health</p> <p><b>H3:</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4:</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H46:</b> about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p><b>H47:</b> to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p><b>H48:</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p><b>H50:</b> about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>

# Turquoise Class

## Summer 2:

### Living in the Wider World: What jobs would we like?

Programme of Study References	In this unit of work, pupils learn...
<p><b>L26:</b> that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p><b>L27:</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>L28:</b> about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p><b>L29:</b> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p><b>L30:</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31:</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32:</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>

# Purple Class

## Autumn 1&2:

### Health and Wellbeing: How can we keep healthy as we grow?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H1:</b> how to make informed decisions about health</p> <p><b>H2:</b> about the elements of a balanced, healthy lifestyle</p> <p><b>H3:</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4:</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H5:</b> about what good physical health means; how to recognise early signs of physical illness</p> <p><b>H6:</b> about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p><b>H7:</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><b>H8:</b> about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><b>H11:</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><b>H12:</b> about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p><b>H13:</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices</li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>

# Purple Class

## Autumn 1&2: (continued)

### Health and Wellbeing: How can we keep healthy as we grow?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H14:</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>H15:</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H16:</b> about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p><b>H21:</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22:</b> to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p><b>H40:</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H46:</b> about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p><b>R10:</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p><i>(See previous page)</i></p>

# Purple Class

## Spring 1&2:

### Living in the Wider World: How can the media influence people?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H49:</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><b>R34:</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p><b>L11:</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L12:</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><b>L13:</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14:</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>L15:</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16:</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><b>L23:</b> about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>

# Purple Class

## Summer 1&2:

### Relationships: What will change as we become more independent? How do friendships change as we grow?

Programme of Study References	In this unit of work, pupils learn...
<p><b>H24:</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H30:</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H33:</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p><b>H34:</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>H35:</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36:</b> strategies to manage transitions between classes and key stages</p> <p><b>R2:</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>R3:</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p><b>R4:</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p><b>R5:</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R6:</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R16:</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made<sup>2</sup></li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>





Coverage of Themes

# Yellow Class

## Coverage of Themes

<b>Autumn 1: What is the same and different about us?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Autumn 2: Who is special to us?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 1: What helps us stay healthy?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 2: What can we do with money?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 1: Who helps to keep us safe?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 2: How can we look after each other and the world?</b>		
Health and Wellbeing	Living in the Wider World	Relationships

# Yellow Class

## Coverage of Themes

Core Themes	Autumn 1: What is the same and different about us?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Autumn 2: Who is special to us?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Spring 1: What helps us stay healthy?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Yellow Class

## Coverage of Themes

Core Themes	Spring 2: What can we do with money?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 1: Who helps to keep us safe?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 2: How can we look after each other and the world?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Green Class

## Coverage of Themes

<b>Autumn 1: Module 1 - Feelings: Full of feelings</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Autumn 2: Module 2 - Communication: My favourite things</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 1: Module 3 - Making and breaking relationships: Are you my friend?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 2: Module 4 - Conflict Resolution: Beating Bullying</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 1: Module 5 - Dealing with Change and Loss: Saying Goodbye</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 2: Module 6 - We Cope: We Cope</b>		
Health and Wellbeing	Living in the Wider World	Relationships

# Green Class

## Coverage of Themes

Core Themes	Autumn 1: Module 1 - Feelings: Full of feelings				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Autumn 2: Module 2 - Communication: My favourite things				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Spring 1: Module 3 - Making and breaking relationships: Are you my friend?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Green Class

## Coverage of Themes

Core Themes	Spring 2: Module 4 - Conflict Resolution: Beating Bullying				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 1: Module 5 - Dealing with Change and Loss: Saying Goodbye				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 2: Module 6 - We Cope: We Cope				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Blue Class

## Coverage of Themes

<b>Autumn 1: What makes a good friend?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Autumn 2: What is bullying?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 1: What jobs do people do?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 2: What helps us to stay safe?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 1: What can help us grow and stay healthy?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 2: How do we recognise our feelings?</b>		
Health and Wellbeing	Living in the Wider World	Relationships



# Blue Class

## Coverage of Themes

Core Themes	Autumn 1: What makes a good friend?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Autumn 2: What is bullying?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Spring 1: What jobs do people do?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Blue Class

## Coverage of Themes

Core Themes	Spring 2: What helps us to stay safe?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 1: What can help us grow and stay healthy?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 2: How do we recognise our feelings?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Orange Class Coverage of Themes

<b>Autumn 1: How can we be a good friend?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Autumn 2: What keeps us safe?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 1: What are families like?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 2: What makes a community?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 1: Why should we eat well and look after our teeth?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 2: Why should we keep active and sleep well?</b>		
Health and Wellbeing	Living in the Wider World	Relationships

# Orange Class Coverage of Themes

Core Themes	Autumn 1: How can we be a good friend?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Autumn 2: What keeps us safe?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Spring 1: What are families like?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Orange Class Coverage of Themes

Core Themes	Spring 2: What makes a community?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
<b>Summer 1: Why should we eat well and look after our teeth?</b>					
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
<b>Summer 2: Why should we keep active and sleep well?</b>					
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Lime Class

## Coverage of Themes

<b>Autumn 1: Module 1 - Feelings</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Autumn 2: Module 2 - Communication</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 1: Module 3 - Friendship</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 2: Module 4 - Solving Problems</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 1: Module 5 - Changes</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 2: Module 6 - Moving Forward</b>		
Health and Wellbeing	Living in the Wider World	Relationships

# Lime Class

## Coverage of Themes

Core Themes	Autumn 1: Module 1 - Feelings				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Autumn 2: Module 2 - Communication				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Spring 1: Module 3 - Friendship				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Lime Class

## Coverage of Themes

Core Themes	Spring 2: Module 4 - Solving Problems				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 1: Module 5 - Changes				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 2: Module 6 - Moving Forward				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career



# Lilac Class

## Coverage of Themes

<b>Autumn 1: What strengths, skills and interests do we have ?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Autumn 2: How do we treat each other with respect?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 1: How can we manage our feelings?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 2: How will we grow and change?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 1: How can our choices make a difference to others and the environment?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 2: How can we manage risk in different places?</b>		
Health and Wellbeing	Living in the Wider World	Relationships

# Lilac Class

## Coverage of Themes

Core Themes	Autumn 1: What strengths, skills and interests do we have ?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Autumn 2: How do we treat each other with respect?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Spring 1: How can we manage our feelings?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Lilac Class

## Coverage of Themes

Core Themes	Spring 2: How will we grow and change?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
<b>Summer 1: How can our choices make a difference to others and the environment?</b>					
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
<b>Summer 2: How can we manage risk in different places?</b>					
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Turquoise Class Coverage of Themes

<b>Autumn 1: What makes up our identity?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Autumn 2: What decisions can people make with money?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 1: How can we help in an accident or emergency?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 2: How can friends communicate safely?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 1: How can drugs common to everyday life affect health?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 2: What jobs would we like?</b>		
Health and Wellbeing	Living in the Wider World	Relationships

# Tuquoise Class

## Coverage of Themes

Core Themes	Autumn 1: What makes up our identity?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Autumn 2: What decisions can people make with money?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Spring 1: How can we help in an accident or emergency?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Tuquoise Class Coverage of Themes

Core Themes	Spring 2: How can friends communicate safely?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 1: How can drugs common to everyday life affect health?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 2: What jobs would we like?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career

# Purple Class Coverage of Themes

<b>Autumn 1&amp;2: How can we keep healthy as we grow?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Spring 1&amp;2: How can the media influence people?</b>		
Health and Wellbeing	Living in the Wider World	Relationships
<b>Summer 1&amp;2: What will change as we become more independent? How do friendships change as we grow?</b>		
Health and Wellbeing	Living in the Wider World	Relationships

# Purple Class

## Coverage of Themes

Core Themes	Autumn 1&2: How can we keep healthy as we grow?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Spring 1&2: How can the media influence people?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	Summer 1&2: What will change as we become more independent? How do friendships change as we grow?				
Health and Wellbeing	Healthy lifestyles (physical well-being)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs, alcohol and tobacco
Relationships	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
Living in the Wider World	Shared responsibilities	Communities	Media literacy & digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career





**PoS References**

# Health and Wellbeing References

Healthy lifestyles (physical wellbeing)	
Key Stage One	Key Stage Two
H1-10	H1-14
Mental health	
Key Stage One	Key Stage Two
H11-20	H15-24
Ourselves, growing and changing	
Key Stage One	Key Stage Two
H21-27	H25-36
Keeping safe	
Key Stage One	Key Stage Two
H28-36	H37-45
Drugs, alcohol and tobacco	
Key Stage One	Key Stage Two
H37	H46-50

# Relationships References

<b>Families and close positive relationships</b>	
<b>Key Stage One</b>	<b>Key Stage Two</b>
R1-5	R1-9
<b>Friendships</b>	
<b>Key Stage One</b>	<b>Key Stage Two</b>
R6-9	R10-18
<b>Managing hurtful behaviour and bullying</b>	
<b>Key Stage One</b>	<b>Key Stage Two</b>
R10-12	R19-21
<b>Safe relationships</b>	
<b>Key Stage One</b>	<b>Key Stage Two</b>
R13-20	R22-29
<b>Respecting self and others</b>	
<b>Key Stage One</b>	<b>Key Stage Two</b>
R21-25	R30-34

# Living in the Wider World

## References

### . Shared responsibilities

. Shared responsibilities	
Key Stage One	Key Stage Two
L1-3	L1-5
Communities	
Key Stage One	Key Stage Two
L4-6	L6-10
Media literacy & digital resilience	
Key Stage One	Key Stage Two
L7-9	L11-16
Economic wellbeing: Money	
Key Stage One	Key Stage Two
L10-13	L17-24
Economic wellbeing: Aspirations, work and career	
Key Stage One	Key Stage Two
L14-17	L25-32