

**PSHE Curriculum 2023/4**

**Cygnet**

	Autumn	Spring	Summer
Week 1	Rules and my classroom – belonging NSPCC work No Outsiders Hello Hello shows different animals with a range of shapes and colours who all say 'hello' and no one is left out.	No Outsiders The Family Book shows children that there are many types of family – and then we draw our own family (an exercise I'm sure I would have done in Reception in 1975 – it's nothing new!).	No Outsiders Blue Chameleon shows a lonely chameleon trying to make friends by changing shape and colour; he thinks you have to look like someone else to be friends. At the end, Chameleon realises you can be yourself and you don't have to change.
Week 2	All About me: Talk about their own interests. Talk about their families. Talk about how they are the same or different to others.	Same and different families Talk about their family, customs and traditions. Listen to others talk about their experiences. Compare their own experiences with those of others.	What's safe to go onto my body  Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe.
Week 3 Families and friends	What makes me special? Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond.	I am caring: Suggest ways in which we can be kind towards others. Demonstrate skills in cooperation with others.	What's safe to go into my body Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults).
Week 4	Me and my special people:	Looking after my friends:	Safe indoors and outdoors

Families and friends	Talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them.	Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community.	Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of others.
Week 5	Who can help me? Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them.	<b>Online Safety</b>	<b>Listening to my feelings</b> Name the adults who they can ask for help from, and will keep them safe. Recognise the feelings they have when they are unsafe. Talk about keeping themselves safe, safe touches and consent.
Week 6 Safe Relationships	Feelings: Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.	Online Safety	Arts week - collaboration
Week 7 Safe Relationships	Feelings 2 Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.		
Week 1	No Outsiders	<b>No Outsiders</b>	<b>No Outsiders –</b>

	Red Rockets and Rainbow Jelly, where characters Nick and Sue are shown liking different things throughout the book, but conclude by saying they like each other.	Mommy, Mama and Me allows children to understand some families have two mums (or two dads); we talk about the things Mommy and Mama do with their child and ask if our own families do similar things (go to the park, drink juice, kiss goodnight).	You Choose – I can make my mind up and tell you the things I like. I can ask others what they think?
Week 2	Anti Bullying	Online safety	NSPCC PANTS recap
Week 3	Anti Bullying -	Being helpful at home and caring for our classroom Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment.	Bouncing back when things go wrong Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle.
Week 4	Valuing Difference: Describe their own positive attributes. Share their likes and dislikes. Listen to and respect the ideas of others.	Caring for our world: Think about what makes the world special and beautiful. Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. Talk about what can happen to living things if the world is not cared for.	Yes I can! (based on The Dot) Recognise that some skills take time to learn. Plan and review an achievable goal. Celebrate the successes of their peers.
Week 5	Same and different: Recognise the similarities and differences amongst their peers. Discuss why differences should be celebrated.	Looking after money: Recognise coins and other items relating to money. Identify the uses of money.	A good night's sleep Understand why our body needs sleep. Talk about their own bedtime routine.

	Retell a story.		Suggest ways to have a calm evening and bedtime routine.
Week 6	I am a friend Show friendly behaviour towards a peer. Build relationships with others.	Anti Bullying recap	Online safety
Week 7	Online Safety		Online safety

## Kingfisher

Taken from Y2 Scarf lessons

	Autumn	Spring	Summer
Week 1	<p><b>Belonging to a community</b></p> <p>Rules and my classroom – belonging (Our ideal classroom 1/2):</p> <p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>Make and undertake pledges based on those actions.</p> <p>NSPCC work</p> <p>No Outsiders</p> <p>All Are Welcome feels like it was written for a No Outsiders lesson; I could not have asked for a better representation of the ethos for sixyear-olds! The text shows us a diverse class of children with diverse families who come to school, where everyone is welcome.</p>	<p>No Outsiders</p> <p>What the Jackdaw Saw is a subtle way to promote awareness of communication needs, as to ensure all the animals can understand him, the jackdaw learns to sign with his wings.</p>	<p>No Outsiders</p> <p>How to be a Lion shows children that not all lions behave in the same way. Leo is gentle and makes friends with a duck. This book is the first in the scheme to explore peer pressure to behave in a certain way as the other lions tell Leo to be 'more lion'. Children are encouraged to empathise with Leo and find a solution.</p>
Week 2	<p><b>Families and friends</b></p> <p>Being a good friend:</p> <p>Recognise that friendship is a special kind of relationship;</p> <p>Identify some of the ways that good friends care for each other.</p>	<p><b>Safe Relations recap of touch</b></p> <p>I don't like that</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>	<p><b>Belonging to a community</b></p> <p>How can we look after the environment?</p> <p>Identify what they like about the school environment;</p> <p>Identify any problems with the school environment (e.g. things needing repair);</p> <p>Make suggestions for improving the school environment;</p>

			Recognise that they all have a responsibility for helping to look after the school environment.
Week 3	<b>Families and friends</b> Getting on with others: Describe and record strategies for getting on with others in the classroom.	<b>Respecting Ourselves and Other</b> Solve the problem: Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	<b>Money</b> Harold saves for something special. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.
Week 4	<b>Families and friends</b> My special people: Identify people who are special to them; Explain some of the ways those people are special to them.	<b>Respecting Ourselves and Other</b> How are you feeling today? Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.	<b>Physical Health and Mental Well being</b> Helping us to keep clean and healthy: Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.
Week 5	<b>Families and friends</b> Let's all be happy: Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.	<b>Online Safety</b> Safer Internet Day	<b>Belonging to a community</b>  My Day: Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things;

			Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Week 6	<b>Families and friends</b> An act of kindness: Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.	Online Safety Safer Internet Day	<b>Belonging to a community</b>  Harold's Bathroom – dental hygiene: Explain the importance of good dental hygiene; Describe simple dental hygiene routines.
Week 7	<b>Safe Relationships</b> Should I tell? Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.		<b>Belonging to a community</b>  My body needs... What does my body do: Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.
Week 1	<b>No Outsiders</b> Can I Join Your Club? explores how Duck feels when animals exclude him from their clubs for not being like them. Duck sets up his own club and everyone is welcome, regardless of the animal noises they make.	<b>No Outsiders</b> The Great Big Book of Families is a celebration of diversity in the UK today; there are families represented but there are also houses, schools, jobs, festivals. It's a great way to introduce the word 'diversity' and its meaning.	<b>No Outsiders –</b> Amazing - It's a snapshot of friendship where the main character uses a wheelchair but the disability is never mentioned, allowing us to demonstrate it's not an issue.

Week 2	<p><b>Safe Relationships</b>  Anti Bullying week  Bullying or Teasing  Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;  Identify situations as to whether they are incidents of teasing or bullying.</p> <p>Types of bullying:  Explain the difference between bullying and isolated unkind behaviour;  Recognise that there are different types of bullying and unkind behaviour;  Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p>	<p><b>Respecting Ourselves and Other</b>  How do we make others feel?  Recognise and explain how a person's behaviour can affect other people</p>	<p><b>Growing and changing:</b>  Haven't you grown!  Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);  Understand and describe some of the things that people are capable of at these different stages.</p>
Week 3	<p>Safe Relationships - Anti Bullying –  Don't do that:  Understand and describe strategies for dealing with bullying;  Rehearse and demonstrate some of these strategies.</p>	<p><b>Belonging to a community</b>    When I feel like erupting?    Explain, and be able to use, strategies for dealing with impulsive behaviour.</p>	<p><b>Growing and changing:</b>  My Body, your body:  Identify which parts of the human body are private;  Explain that a person's genitals help them to make babies when they are grown up;  Understand that humans mostly have the same body parts but that they can look different from person to person.</p>
Week 4	Anti Bullying	<p><b>Respecting ourselves and others</b>  What makes us who we are?</p>	<p><b>Growing and changing:</b>  Respecting Privacy:</p>



		Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.	Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.
Week 5	<b>Safe Relationships</b> Feeling Safe Identify special people in the school and community who can help to keep them safe; Know how to ask for help.	<b>Belonging to a community</b>  When someone is feeling left out Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out	<b>Growing and changing:</b> Fun or Not? Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Week 6	Online safety	Anti Bullying recap	<b>Keeping Safe</b> Some secrets should never be kept Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Week 7	Online Safety		Online safety

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### Kite Class

	Autumn	Spring	Summer
Week 1	<p>Rules and my classroom – belonging</p> <p>NSPCC work</p> <p>No Outsiders</p> <p>Our House- In the story, George shuts people out and gives reasons why: because they wear glasses, because they are girls, because they like tunnels. When it is pointed out to George that he has red hair and could also face discrimination, the penny drops – ‘This house is for everyone!’ he says.</p>	<p>No Outsiders</p> <p>Beegu gives children an opportunity to explore reasons why the main character, an alien crash-landed on Earth, feels like an outsider. Some characters in the story think Beegu does not belong and choose to ostracise the alien; other characters try to make Beegu feel welcome. What would we do if Beegu visited us?</p>	<p>No Outsiders</p> <p>The Hueys in The New Jumper - The Hueys are all the same but one day Rupert knits an orange jumper. This causes much consternation and Rupert is treated as an outsider until Gillespi also wears one. Gradually they realise it is OK to be different.</p>
Week 2 Families and friends	<p><b>Families and friends</b></p> <p>Families:</p> <p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p>	<p><b>Belonging to a Community</b></p> <p>As a Rule:</p> <p>Explain why we have rules;</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities;</p> <p>Suggest appropriate rules for a range of settings;</p> <p>Consider the possible consequences of breaking the rules.</p>	<p><b>Physical and Mental Well Being</b></p> <p>Healthy Eating – Derek Eats well:</p> <p>Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples what foods might make up a healthy balanced meal.</p>
Week 3 Families and friends	<p><b>Families and friends</b></p> <p>Looking after our special people</p> <p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p>	<p><b>Belonging to a Community</b></p> <p>My Community</p> <p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular</p>	<p><b>Physical and Mental Well Being</b></p> <p>Body Team Work</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>

		the benefit to mental health and wellbeing.	
Week 4 Families and friends	<b>Families and friends</b> Our Friends and Neighbours Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together	<b>Belonging to a Community</b> Our helpful Volunteers Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.	<b>Physical and Mental Well Being</b> Poorly Harold: Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.
Week 5	<b>Safe Relationships</b> Secret or surprise: Understanding privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	<b>Online Safety</b>	<b>Physical and Mental Well Being</b> Help or Harm: Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Week 6	<b>Safe Relationships</b>	Online Safety	<b>Physical and Mental Well Being</b>

Safe Relationships	How to help each other stay safe: Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.		Alcohol and cigarettes – the facts Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Week 7 Safe Relationships	<b>Safe Relationships</b> Safe or unsafe Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.		Arts Week - collaboration
Week 1	<b>No Outsiders</b> We Are All Wonders is a beautiful story about a boy with facial disfigurement who is bullied and dreams of running away. 'What would happen in our school?' the children are asked to consider. 'What would we say if we heard someone being unkind?' We talk about people choosing to be a bystander.	<b>No Outsiders</b> The Truth About Old People: what is a stereotype, how do we recognise a stereotype, and what can we do if we hear someone being discriminatory?	<b>No Outsiders –</b> Planet Omar Accidental Trouble Magnet. There is no lesson plan for this text as it can be read over a period of time, but the opportunities after each chapter for discussion about stereotypes, racism, Islamophobia and bullying are boundless. Mental health is also referenced as the central character has an imaginary friend.
Week 2	Anti Bullying	Online safety	<b>Growing and Changing</b> Let's celebrate our differences: Recognise the factors that make people similar to and different from each other;

			Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).
Week 3	Anti Bullying - Prejudiced: Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what	<b>Money and work</b> Can Harold Afford it: Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	<b>Growing and Changing</b> Body Space Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.
Week 4	<b>Respecting Ourselves and Others</b> Respect and Challenge: Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.	<b>Money and work</b> Earning money: Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	Online Safety
Week 5	<b>Respecting Ourselves and Others</b> How can we solve this problem Rehearse and demonstrate simple strategies for resolving given conflict situations.	<b>Money and work</b> I am fantastic: Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves;	Online safety

		Explain why some groups of people are not represented as much on television/in the media.	
Week 6	<b>Respecting Ourselves and Others</b> Friends are special Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	Anti Bullying recap	
Week 7	Online Safety		

## Harrier

Week 1	<p>Rules and my classroom – belonging</p> <p>NSPCC Work</p> <p>No Outsiders</p> <p>The Girls both as a focus on positive representation of the gender, and also to provide a stimulus for discussing friendship and recognising the importance of companionship. The story therefore offers opportunities for discussion of mental health</p>	<p>No Outsiders</p> <p>And Tango Makes Three is a story about a loving family of penguins adopting a chick, and the family happens to consist of two male parents. For this scheme, I have focused on the book being banned in some territories (Hong Kong, Singapore) and ask why. What is it about this book that moves some people to ban it? In doing this, we recognise that there are differences of opinion in the world about LGBT equality. The activity in the plan encourages children to make up their own minds about the situation.</p>	<p>No Outsiders</p> <p>Rose Blanche follows a young girl living in Nazi-occupied Poland as she discovers a concentration camp outside her town with people wearing yellow stars on their jackets. Rose decides to help them.</p>
Week 2	<p><b>Families and friends</b></p> <p>Qualities of Friendship</p> <p>Define some key qualities of friendship;</p> <p>Describe ways of making a friendship last;</p> <p>Explain why friendships sometimes end.</p>	<p><b>Belonging to a Community:</b></p> <p>Local Councils:</p> <p>Explain some of the areas that local councils have responsibility for;</p> <p>Understand that local councillors are elected to represent their local community.</p>	<p><b>Physical Health and Mental Well Being</b></p> <p>Smoking: what is normal</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>
Week 3	<p><b>Families and friends</b></p> <p>How good a friend are you?</p> <p>Demonstrate how to respond to a wide range of feelings in others;</p> <p>Give examples of some key qualities of friendship;</p> <p>Reflect on their own friendship qualities.</p>	<p><b>Belonging to a Community:</b></p> <p>Rights, respect and duties</p> <p>Define the differences between responsibilities, rights and duties;</p> <p>Discuss what can make them difficult to follow;</p> <p>Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p><b>Physical Health and Mental Well Being</b></p> <p>Would you risk it:</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>
Week 4	<p><b>Families and friends</b></p>	<p><b>Belonging to a Community:</b></p>	<p><b>Physical Health and Mental Well Being</b></p>



	<b>Being Assertive</b> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.	<b>My School Community</b> State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.	<b>Drugs – true or false</b> Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
Week 5	<b>Families and friends</b> Relationship Cake Recipe Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.	<b>Belonging to a Community:</b> Mo makes a difference: Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.	<b>Keeping Safe</b> Vaping: Healthy or unhealthy Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk.
Week 6	<b>Respecting Ourselves and other</b> ?Collaboration: Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Or Kind Conversations Rehearse active listening skills: Demonstrate respectfulness in responding to others;	Online safety	Arts Week - collaboration

	Respond appropriately to others.		
Week 7	Camp – Team Building		
Week 1	<p>No Outsiders</p> <p>How to Heal a Broken Wing is an Amnesty International-endorsed book that shows a boy choosing to help a fallen bird; he is the only one to stop and help. We return to the concept first raised in Year 3 of choosing to be (or not to be) a bystander</p>	<p>No Outsiders</p> <p>Mixed leads on from Along Came a Different in Year 4, but this time rather than just writing a set of rules to segregate, the colours construct physical walls and fences to separate themselves. When two different colours fall in love, their example serves as a force to alter perceptions.</p>	<p>No Outsiders:</p> <p>Kenny Lives with Erica and Martina is a book that focuses on attitudes towards LGBT people and homophobia to tell the story of a family who are literally made into outsiders when a wall is built to block them from the street. The ending is thought-provoking and enables a class to ask questions about discrimination and form responses.</p>
Week 2	Anti Bullying	Online safety	<p><b>Growing and Changing</b></p> <p>Stop, Start Stereotypes</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p> <p>Give examples of how bullying behaviours can be stopped.</p>
Week 3	<p><b>Respecting Ourselves and other</b></p> <p>Anti Bullying – Discrimination</p> <p>Happy Being me</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples;</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</p> <p>Consider how discriminatory behaviour can be challenged.</p>	Online safety	<p><b>Growing and Changing</b></p> <p>Is it true:</p> <p>Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p>

Week 4	<b>Respecting Ourselves and other</b> The Land of Red People Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	<b>Money and Work</b> Different Skills: Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.	<b>Keeping Safe:</b> Basic First Aid About what is meant by first aid; basic techniques for dealing with common injuries. 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.
Week 5	<b>Respecting Ourselves and other</b> It could happen to anyone Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.	<b>Money and Work</b> Boys Will be Boys – stereotypes Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people, particularly those relating to the work place.	<b>Keeping Safe:</b> Our Emotional Needs: Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
Week 6	<b>Online Safety</b>	<b>Money and Work</b> Give and Take Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.	<b>Keeping Safe:</b> Decision Dilemmas Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.
Week 7	Online Safety	<b>Money and Work</b> Lend us a fiver	<b>Keeping Safe:</b> Ella's Diary Dilemma:

		<p>Define the terms loan, credit, debt and interest;</p> <p>Suggest advice for a range of situations involving personal finance.</p>	<p>Define what is meant by a dare;</p> <p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p>
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