

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being me in my world.	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Coverage Overview	<p>To explain why my behaviour can impact on other people in my class.</p> <p>To compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>To explain how it feels to have a friend and be a friend.</p> <p>To explain why it is ok to be different from my friends.</p>	<p>To explain how I played my part in a group and the parts other people played to create an end product. To explain how our skills complemented each other.</p> <p>To explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>To explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>To compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>To explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>To use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>To explain why some types of touches feel OK and others don't.</p> <p>To tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>
	Core Knowledge and S&E development	<ul style="list-style-type: none"> <li>- I understand my hopes and fears for the year.</li> <li>- I understand the rights and responsibilities for being a member of my class and school.</li> <li>- I understand how following the Learning Charter will help me and others learn.</li> <li>- I recognise when I feel worried and know who to ask for help.</li> <li>- I can recognise the choices I make and understand the consequences.</li> <li>- I understand what rewards and consequences are.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>- I understand that bullying is sometimes about difference.</li> <li>- I recognise what is right and wrong and know how to look after myself.</li> <li>- I understand that it is OK to be different from other people and to be friends with them.</li> <li>- I understand we shouldn't judge people if they are different.</li> <li>- I know how to get help if I am being bullied.</li> <li>- I understand these differences make us all special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>- I know how to choose a realistic goal and think about how to achieve it.</li> <li>- I carry on trying (persevering) even when I find things difficult</li> <li>- I know who I work well with and who it is more difficult for me to work with.</li> <li>- I know how to work with others in a group to solve problems.</li> <li>- I know how to share success with other people.</li> <li>- I understand some ways I worked well with my group</li> </ul>	<ul style="list-style-type: none"> <li>- I know what I need to keep my body healthy.</li> <li>- I understand how medicines work in my body and how important it is to use them safely.</li> <li>- I know how to sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</li> <li>- I have a healthy relationship with food and know which foods I enjoy the most.</li> <li>- I know how to decide which foods to eat to give my body energy.</li> <li>- I understand what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</li> <li>- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</li> <li>- I know some of the things that cause conflict with my friends.</li> <li>- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</li> <li>- I recognise and appreciate people who can help me in my family, my school and my community.</li> <li>- I accept that everyone's family is different and understand that most people value their family.</li> </ul>

<b>Critical Vocab</b>	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Bully, Purpose, Difference, Kind, Unkind, On Purpose, Stand up for, Difference, Diversity,	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strengths, Persevere, Challenge, Difficult, Easy, Achievement, Goal, Partner, Team work, Product, Dream bird,	Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Nutritious, Energy	Family, Different, Similarities, Special, Relationship, Important, Cooperate, Touch Physical contact, acceptable, unacceptable, Conflict, Point of view, Positive, problem solving, Good secret, Worry secret	Change, Grow, Life cycle, Control, Baby, Adult, Fully grown, Independent, Timeline, Freedom, Vagina Penis, Testicles, Anus, public, Private, Touch, acceptable, unacceptable.
<b>Enrichment Opps</b>		Anti-bullying week- please see PSHE events calendar for more detail.	Creating a dream bird	Road safety day Visit from school nurse.	RSE day (Summer 2)	RSE day
<b>Assessing Impact</b>	CHN to create a poster of someone following the learning charter- explaining why this is fair to everyone.	CHN to answer these questions on the trophy template: Section 1: Write or draw how my friend is different from me Section 2: Write or draw how my friend is similar to me Section 3: Write or draw how it feels to be friends Section 4: Write or draw how I would stand up for my friend if someone was bullying them	CHN to work together as a team to create a dream bird- completely child led	CHN to fill in the healthy happy me recipe card.	CHN to have a tringle On one side they can write or draw the things that make them feel safe and special with a person. On the reverse of the flag they then write or draw the opposite; the things about a person that would make them feel unsafe	CHN to create leaf mobiles  One thing they like about being who they are • one thing they are looking forward to about getting on the other side of the leaf: to explain how they feel about getting older and facing new changes