



Characteristics of a great Citizen in Modern Day Britain

- Be able to demonstrate that they recognise their own worth and that of others and identify positive ways to face new challenges.
- The ability to express their views confidently and listen to and show respect for the views of others.
- The ability to make choices about how to develop healthy lifestyles.
- The ability to identify some factors that affect emotional health and well-being.
- Ability to identify different types of relationships and show ways to maintain good relationships.
- Research, discuss and debate topical issues, problems and events.
- Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.
- Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices
- Shown an appreciation of the diversity of religious, and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society.
- Be able to articulate the meaning of the British Values and how these support harmony within their own and wider communities.

EYFS (Reception) Wider World	
Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>

Sub- strand	EYFS (Reception) Wider World	
	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>

Sub-strand	EYFS Health and Well Being	
	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	<p>To know that exercise means moving our body and is important.</p> <p>To know that yoga can help our bodies and minds relax,</p>
Mental wellbeing	<p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Exploring coping strategies to help regulate emotions.</p> <p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Exploring ways to moderate behaviour, socially and emotionally.</p> <p>Coping with challenge when problem solving.</p>	<p>To name some different feelings and emotions.</p> <p>To know that I am a valuable individual.</p> <p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To know that I can learn from my mistakes.</p> <p>To know some strategies to calm down.</p>

Sub-strand	EYFS (Reception) Relationships	
	Skills	Knowledge
Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>
Friendships	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	To know that we share toys so that everyone feels involved and no one feels left out or upset.
Respectful relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>

Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Well Being	Well Being	Relationships	Relationships	Wider World	Wider World
Healthy Lifestyles	Growing and Changing and Keeping Safe	Healthy Relationships	Feelings and Emotions and Valuing Differences	Rights and Responsibilities	Money and Taking Care of the Environment
What helps us to stay healthy?	Who helps us to keep safe?	What is the same and different about us?	Who is special to us?	How can we look after ourselves and each other?	What can we do with money?
<ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	<ul style="list-style-type: none"> • That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • 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 • 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 	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • 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 	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this

Books

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| <ul style="list-style-type: none"> • Germs Are Not For Sharing • <u>What are Germs? Lift-the-Flap Book</u> • I Don't Want to Wash My Hands
I Will Never Not Ever Eat a Tomato • <u>Summer Supper</u> • <u>Get Up and Go!</u> • <u>Brush, Brush, Brush!</u> | <ul style="list-style-type: none"> • What's Eating You? • Professor Astro Cat's Human Body Odyssey • Argh! There's a Skeleton Inside You! • Human Body (Shine-A-Light) • PENGUINPIG | <ul style="list-style-type: none"> • <u>Kindness is my Superpower: A children's Book About Empathy, Kindness and Compassion</u> • Can I Build Another Me? • The Great Big Book of Feelings • <u>The Color Monster: A Story about Emotions</u> • All About Feelings: 1 • Hair Love • My Many Coloured Days • The Worrysaurus • The Colour Monster goes to School | <ul style="list-style-type: none"> • <u>It's OK to be Different: A Children's Picture Book About Diversity and Kindness</u> • <i>Llama Llama and the Bully Goat</i> by Anna Dewdney • <i>Spaghetti in a Hot Dog Bun</i> by Maria Dismondy • Willy the Wimp • Tyrannosaurus Drip • Scarface Claw | <ul style="list-style-type: none"> • Hello World • One Day, So Many Ways • All Kinds of People
Elmer and the Big Bird • The Only Way is Badger • Officer Buckle and Gloria | <ul style="list-style-type: none"> • My Teacher is a Monster! (No, I am not) • The Dot • The Wolf who wouldn't go to school • The Last Wolf • Pandora • <u>Money Ninja: A Children's Book About Saving, Investing, and Donating</u> • <u>Daddy, Can You Teach Me About Money?</u> • Monkeypreneur - (Kids Book about Money) A fun children's bedtime story for kids ages 4-6 to learn how to make money: A short entertaining tale about how to start a business • Tidy |
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Websites and online resources

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| <ul style="list-style-type: none"> • 1 decision (5-8) - Keeping/staying healthy (£) • FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (£) • PSHE Association - Dental Health
PSHE Association – Drug and Alcohol Education
Lifebuoy - 'Soaper Heroes' lesson plans | <ul style="list-style-type: none"> • NSPCC – The underwear rule resources (PANTS) • PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' • Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body' • FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£) | <ul style="list-style-type: none"> • 1 decision (5-8) – Keeping/staying safe (£) • FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£) | <ul style="list-style-type: none"> • Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' • FPA – Growing up with Yasmine and Tom (5-7), Different families (£) | <ul style="list-style-type: none"> • 1Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' • 1 decision (5-8) - Being responsible (£) • Alzheimer's Society - Creating a dementia-friendly generation (KS1) • Experian - Values, Money and Me (KS1) | <ul style="list-style-type: none"> • <u>All about Banks - Finance Bank for Kids Children's Money & Saving Reference</u> • 1decision (5-8) – Money matters (£) Experian - Values, Money and Me (KS1) |
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Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Well Being	Well Being	Well Being	Relationships	Relationships	Wider World
Healthy Lifestyles	Growing and Changing and Keeping Safe	Feelings; mood; times of change; loss and bereavement; growing up	Healthy Relationships	Feelings and Emotions and Valuing Differences	Rights and Responsibilities
What helps us grow and stay healthy?	What helps us to stay safe?	How do we recognise our feelings?	What makes a good friend?	What is bullying?	What jobs do people do?
<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<ul style="list-style-type: none"> • 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) • 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 • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • 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 	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • 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) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life

Books

<ul style="list-style-type: none"> • Do Not Lick This Book • What Are Germs? 	<ul style="list-style-type: none"> • Peer Pressure Gauge by Julia Cook • Peer Pressure – Cool Smart Series • Old Hat by Emily Gravett 	<ul style="list-style-type: none"> • Thank Goodness for Bob • The Jar of Happiness • The Cloud • The Colour Monster • Grobblechops • Bad Tempered Ladybird by Eric Carle • The Worrysaurus by Rachel Bright • Shelter for Sadness by Anne Booth 	<ul style="list-style-type: none"> • <u>My Body Sends a Signal: Helping Kids Recognize Emotions and Express Feelings</u> • Listening to My Body: A guide to helping kids understand the connection between their sensations (what the heck are those?) and feelings so that they can get better at figuring out what they need. Paperback – 23 July 2017 • Find Your Calm: A Mindful Approach To Relieve Anxiety And Grow Your Bravery 	<ul style="list-style-type: none"> • Big Bad Bun – Tony Ross • Is it Because? – Tony Ross • Laura’s Kite – Klaus Baumgart • Willy the Wimp/Champ – Anthony Browne • Seeds and Trees: A children’s book about the power of words • The Invisible String • Farmer Duck by Martin Wadell 	<ul style="list-style-type: none"> • My Strong Mind: A Story About Developing Mental Strength (Social Skills & Mental Health for Kids)
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Websites and online resources

			<ul style="list-style-type: none"> • https://www.kidscape.org.uk/advice/advice-for-young-people/friendships-and-frenemies/what-makes-a-good-friend/ 	<ul style="list-style-type: none"> • https://www.stompoutbullying.org/why-kids-bully • https://classroom.kidshealth.org/classroom/prekto2/problems/emotions/bullying.pdf 	<ul style="list-style-type: none"> • https://www.twinkl.co.uk/resource/t2-p-038-my-community-powerpoint • https://www.theschoolrun.com/homework-help/people-who-help-us • https://www.funkidslive.com/learn/homeschool/money-and-me/mission-1-what-is-money/ • https://www.hsbc.co.uk/financial-education/first-steps/
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Year 3

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Well Being	Well Being	Well Being	Relationships	Relationships	Wider World
Healthy Lifestyles	Growing and Changing and Keeping Safe	Being healthy: keeping active, taking rest	Healthy Relationships	Feelings and Emotions and Valuing Differences	Rights and Responsibilities
Being healthy: eating well, dental care	What keeps us safe?	Why should we keep active and sleep well?	How can we be a good friend?	What are families like?	What makes a community?
<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • 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 • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • 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) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<ul style="list-style-type: none"> • 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) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them

Books

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| <ul style="list-style-type: none"> • Children's Book of Healthy Eating by Jo Stimpson • What's on my Plate by Jennifer Bothroyd • Healthy Eating for Families by Melissa Halas • Brush your teeth everyday by Keyonne Sheffield • The Tooth Book by Mark Bacera | <ul style="list-style-type: none"> • I said No by Kimberly King • It's my body by Lory Freeman • Don't Touch Me – I Said No by Zoe Pennant | <ul style="list-style-type: none"> • How to put your parents to bed by Babette Cole • Bedtime is cancelled by Cece Meng • I don't want to go to bed! By Julie Sykes | <ul style="list-style-type: none"> • A Home for Mr Tipps by Tom Perciaval • A secret Worth Sharing by Joanthan Emmett • Dandylion by Lizzie Finlay • I don't want to be a Pea by Ann Bonwill • On Sudden Hill by Linda Sarah | <ul style="list-style-type: none"> • Molly's Family by Nancy Garden • One Dad, Two Dads, Brown Dad, Blue Dad by Johnny Valentine • The Different Dragon by Jennifer Bryan • Who's in a Family? By Robert Skutch • All kinds of Families by Mary Ann Hoberman | <ul style="list-style-type: none"> • Hey Wall by Susan Verde • Last Stop on Market Street by Matt de La Pena • Thank you Omu by Oge Mora • A Hat for Mrs Goldman by Michelle Edwards • This is how we do it by Matt Lamothe • Brave by Stacy mcAnulty • Families, Families, Families by Suzanne Lang |
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Websites and online resources

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| <ul style="list-style-type: none"> • https://www.dentalhealth.org/key-stage-one • https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans • https://kidshealth.org/en/kids/teeth-care.html • https://www.youtube.com/watch?v=3Qvo1nIkQnM • PSHE Association - Dental Health | <ul style="list-style-type: none"> • https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-safety-first-lesson-1-keeping-safe-lesson-pack-t-lf-2549341 • http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit3.pdf | <ul style="list-style-type: none"> • Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship' • FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (£) | <ul style="list-style-type: none"> • Coram Life Education – Adoptables Schools Toolkit • FPA – Growing up with Yasmine and Tom (7-9), Families (£) | <ul style="list-style-type: none"> • PSHE Association - Inclusion, belonging and addressing extremism (KS2 - Y3/4), 'Belonging to a community' • Premier League Primary Stars – Diversity • Worcester University - Moving and moving home (KS2) |
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Year 4

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Well Being	Well Being	Well Being	Well Being	Relationships	Wider World
Feelings and emotions; expression of feelings; behaviour	Growing and Changing and Puberty	What strengths, skills and interests do we have ?	Keeping safe; out and about; recognising and managing risk	Healthy Relationships	Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions
How can we manage our feelings?	How will we grow and change?	Self-esteem: self-worth; personal qualities; goal setting; managing set backs ?	How can we manage risk in different places?	How do we treat each other with respect?	How can our choices make a difference to others and the environment?
<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • 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) • 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 • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • 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 	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • 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)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • 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) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way

Books

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| <ul style="list-style-type: none"> Alexander and the terrible, horrible no good very bad day by Judith Voist When Sadness it at your door by Eva Eland After the Fall by Dan Santant | <ul style="list-style-type: none"> It's Perfectly Normal by Robie Harris The Care and Keeping fo you by Valeriw Lee Schafer Celebrate your Body by Sonya Renne Taylor Growing up Great by Scott Todnem The Period Book by Karen Gravelle Wow in the World by Mindy Thomas What's Going on down there by Karen Gravelle | <ul style="list-style-type: none"> The Princess Knight by Cornella Funke The Sissy Duckling by Harvey Fierstein The Strongest Girl in t he World by Sally Gardner It's ok to be Different by Todd Parr Dear Girl by Amy Krouse Giraffe Problems by Jory John I am Enough by Grace Byers The OK Book by Amy Krouse Red; A crayons story by Michael Hall Spork by Kyo Maclear Zero by Kathryn Otoshi | <ul style="list-style-type: none"> Hansel and Gretel Tomorrow I'll be Brave by Jessica Hirsche Rock what Ya Got by Samantha Berger | <ul style="list-style-type: none"> And Tango Makes Three by Peter Parnell Asha's Mums by Rosamund Elwin Fox Tale by Micheal Foreman My Big Borthor Boris by Liz Pichon | <ul style="list-style-type: none"> How you Can Save the Planet by Hendrikus Van Hensbergen Climate Rebels by Ben Lerwill Clean Up by Nathan ByronBear in the starts by Alexis Snell |
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Websites and online resources

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| <ul style="list-style-type: none"> PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) Winston's Wish – Loss and bereavement | <ul style="list-style-type: none"> Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Betty – It's perfectly natural FPA – Growing up with Yasmine and Tom (7-9), Body care (£) FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (£) | <ul style="list-style-type: none"> Premier League Primary Stars – Self-esteem / Resilience | <ul style="list-style-type: none"> PSHE Association – Drug and Alcohol Education (Year 3-4) Environment Agency – Canal and river safety / Flood alert | <ul style="list-style-type: none"> Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement (£) Alzheimer's Society - Creating a dementia-friendly generation (KS2) | <ul style="list-style-type: none"> Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution RSPCA - Compassionate classroom lessons |
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Year 5

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Well Being	Well Being	Well Being	Relationships	Wider World	Wider World
Identity; personal attributes and qualities; similarities and differences; individuality; stereotype	Basic first aid, accidents, dealing with emergencies	Drugs, alcohol and tobacco; healthy habits	Friendships; relationships; becoming independent; online safety	Careers; aspirations; role models; the future	Money; making decisions; spending and saving
What makes up our identity?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	How can friends communicate safely?	What jobs would we like?	What decisions can people make with money?
<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • 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) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • 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 	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • 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 • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • 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) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

Books

<ul style="list-style-type: none"> • Gloria goes to Gay Pride by Leslea Newman • Jump by Michelle Magorian • Long Live Princess SmartyPants by Babette Cole • The Night Pirates by Peter Harris • The Princesses Having a Ball by Teresa Bateman • The Invisible by Tom Percival • Perfectly Norman by Tom Percival • The Boy in a Dress by David Walliams • Happy in Our Skin by Fran Maunshkin • The day you begin by Jacqueline Woodson • Beautiful by Stacy McAnulty • Tough Guys have feelings too by Keith Negley 	<ul style="list-style-type: none"> • Freya the First Aider • Super Medics • Children’s Boodk of First Aid Skills by Sophie Gills 	<ul style="list-style-type: none"> • An Elephant in the Living Room by Jill Hastings • Critters Cry Too by Antony Curcio • When ia Family is in Trouble by Marge Heegaard • A terrible thing Happneded by Margaret Holmes 	<ul style="list-style-type: none"> • Staying Safe online by Louie Stowell • Splash by Charli Howard • A Smart girl’s Guide by Nancy Holyoke • Best Friends by Shannon Hale • Genesis begins Again by Alicia D Williams • You’re Missing It! By Brady Smith 	<ul style="list-style-type: none"> • My Strong Mind by Niels Van Hove • Hidden Figures By Margot Lee Shetterly • Lola Levine is not mean by Monica Brown • The House that Lou Built by Mae Respicio 	<ul style="list-style-type: none"> • Rock Brock and the Savings Shock • A Chair for My Mother by Vera Wiliams • Amelia Bedelia by Herman Parish • Money Maddness by D Adler • Alexander who used to be rich last Sunday by Judith Viorst • Milliosn by Frank Cotterell Boyce • Business for Beginners by Lara Byran • Be a young entrepreneur by Adam Sutherland • Secrets of a School yard Millionaire by Nata Amore
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Websites and online resources

<ul style="list-style-type: none"> • PSHE Association - Inclusion, belonging and addressing extremism (KS2 – Y5/6), ‘Stereotypes’ • Premier League Primary Stars – Developing values • Coram Life Education - ‘The Belonging Toolkit’, upper KS2 single and double lessons 	<ul style="list-style-type: none"> • St John Ambulance: ‘First Aid Training in School’ lesson plans, KS2 • Freya the First Aider • Super Medics.com 	<ul style="list-style-type: none"> • 1decision - Keeping/staying healthy (£) • PSHE Association – Drug and Alcohol Education (Year 5-6) 	<ul style="list-style-type: none"> • Thinkuknow – Play, Like, Share • Google & Parentzone – Be Internet Legends • FPA – Growing up with Yasmine and Tom (9-11), Online and offline friendships (£) 	<ul style="list-style-type: none"> • LOUD! Network - Job skills, influences and goals 	<ul style="list-style-type: none"> • Experian - Values, Money and Me (KS2)
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Year 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Well Being		Relationships		Wider World	
Looking after ourselves; growing up; becoming independent; taking more responsibility		Different relationships, changing and growing, adulthood, independence, moving to secondary school		Media literacy and digital resilience; influences and decision-making; online safety	
How can we keep healthy as we grow?		What will change as we become more independent?	How do friendships change as we grow?	How can the media influence people?	
<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> • 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 • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • 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 • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ 		<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • 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 • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • 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 		<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • 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 • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	

Books

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| <ul style="list-style-type: none">• The Fox and The White Gazelle by Victoria Williamson• What was Never Said by Emma Craigie• Cut By Hobo Wardner | <ul style="list-style-type: none">• Pride the story of the Rainbow Flag by Rob Sanders• The Misadventures of the Family Fletcher by Dana Levy• Zenobia July by Lisa Bunker• The Whispers by Greg Howard• What's the Big Deal about Addictions by James Crist• Jamie Bubbie by Afsaneh Moradian• To Night Owl from Dogfish by Holly Sloan• I'll Give you the Sun by Jandy Nelson• What's Happening to My Body by Lynda Madaras | <ul style="list-style-type: none">• Posted by John Anderson• The Hot Lost by Regan McMahon
• Your Mind matters by Honour Head• Social Media ~Savvy by Elizabeth Raum• How to Text Boys. ~Girls but Kelli Dunham |
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Websites and online resources

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| <ul style="list-style-type: none">• PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2• PSHE Association and - The sleep factor (KS2) Every Mind Matters – Sleep (KS2)• Every Mind Matters – Social media (KS2)• PSHE Association - Dental Health• PSHE Association – Drug and Alcohol Education (Year 5-6)• Lifebuoy - 'Soaper Heroes' lesson plans PSHE Association - Keeping safe: FGM | <ul style="list-style-type: none">• PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Extremism'• PSHE Association, National Literacy Trust and The Guardian Foundation – News Wise, Lessons 3, 5 and 6• BBFC – Let's watch a film – making choices about what to watch• Childnet – Trust me• Every Mind Matters – Social Media• PSHE Association – Drug and Alcohol Education (Year 5-6)• City of London Police - Cyber Detectives | <ul style="list-style-type: none">• PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school• Every Mind Matters – Transition to secondary school• Medway Public Health Directorate - Primary RSE lessons (Y6)• Betty – It's perfectly natural• FPA – Growing up with Yasmine and Tom (9-11), Making babies (£) |
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