

Autumn 1	Concepts and components	Statement	I Now Know
Lesson 1	<b><u>Safety – Being safe – Feeling safe</u></b>	<ul style="list-style-type: none"> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> </ul>	<p>INK the difference between a danger and risk.</p> <p>INK strategies to use in a risky situation.</p>
Lesson 2	<b><u>Safety – Being safe – Protecting ourselves (Inc Consent)</u></b>	<ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>• Suggest strategies for managing dares.</li> </ul>	<p>INK the difference between a safe and unsafe secret.</p> <p>INK strategies to use in dares.</p>
Lesson 3	<b>CONSENT</b>	<ul style="list-style-type: none"> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>	<p>INK strategies to use when someone is inappropriately in my body space (children to specify).</p>
Lesson 4	<b><u>SAFETY: Internet safety and harms – Online risks</u></b>	<ul style="list-style-type: none"> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decision</li> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>• Understand how an event can be perceived from different viewpoints;</li> <li>• Recognise potential risks associated with browsing online;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> </ul>	<p>INK that there are risks with browsing online and the consequences of behaving in a risky or unacceptable way.</p>

Lesson 5	<b><u>SAFETY: Drugs, alcohol and tobacco</u></b>	<ul style="list-style-type: none"> <li>Identify some key risks from and effects of cigarettes and alcohol;</li> <li>Know that most people choose not to smoke cigarettes; (Social Norms message)</li> </ul>	INK that there are risks with smoking cigarettes and most people choose not to.
Lesson 6	<b><u>SAFETY: Basic First Aid</u></b>	<ul style="list-style-type: none"> <li>Understand how to recognise if a diabetic has low blood sugar and what to do.  <a href="https://www.sja.org.uk/get-advice/resource-archive/low-blood-sugar-diabetes-lesson-plan/">https://www.sja.org.uk/get-advice/resource-archive/low-blood-sugar-diabetes-lesson-plan/</a>                      (Specifically due to need in the school)</li> </ul>	INK how to recognise if a diabetic has low blood sugar and what I can do to help (children to specify).

Autumn 2	Concepts and components	Statement	INK
Lesson 1	<b><u>Health and Wellbeing – mental wellbeing – mental health</u></b>	<ul style="list-style-type: none"> <li>Explain how feelings can be linked to physical state</li> <li>Demonstrate their understanding of health and wellbeing issues that are relevant to them.</li> </ul> <p>Base on Zof R</p>	INK that feelings can change how I feel physically.
Lesson 2	<b><u>Health and Wellbeing – mental wellbeing – understanding emotions</u></b>	<ul style="list-style-type: none"> <li>Demonstrate a range of feelings through their facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have further information.                      Recognise potential consequences of aggressive behaviour;</li> </ul> <p>Role play scenarios – Zof R</p>	INK that my feelings may change about a situation when I know more information. INK consequences for aggressive behaviour.
Lesson 3	<b><u>Health and Wellbeing – mental wellbeing – community</u></b>	<ul style="list-style-type: none"> <li>Suggest ways they can help the people who keep them healthy and safe.</li> <li>Understand where to get help from when making decisions.</li> </ul> <p>Zof R – share my zone and discuss ways I can move to another zone</p>	INK how to help the people who keep me healthy and safe (children to specify).

Lesson 4	<b><u>Health and Wellbeing – mental wellbeing – trusted adults</u></b>	<ul style="list-style-type: none"> <li>Suggest people who may be able to help them deal with change</li> </ul> <p>Discuss change – who can help me</p>	INK who can help me deal with change (children to specify).
Lesson 5	<b><u>Health and Wellbeing – physical health and fitness – healthy living/healthy diet</u></b>	<ul style="list-style-type: none"> <li>Give examples what foods might make up a healthy balanced meal.</li> <li>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> </ul>	INK how to plan a menu using healthy balanced foods (children to specify).
Lesson 6			

Spring 1	Concepts and components	Statement	INK
Lesson 1	<b><u>Relationships – families and people who care for me – special people</u></b>	<ul style="list-style-type: none"> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> </ul>	INK that my different relationships influence how much I share with people.
Lesson 2	<b><u>Relationships – families and people who care for me – sense of belonging</u></b>	<ul style="list-style-type: none"> <li>Recognise the factors that make people similar to and different from each other;</li> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> </ul>	INK ways that we can be different from each other and why this may be.
Lesson 3	<b><u>Relationships – families and people who care for me – difference</u></b>	<ul style="list-style-type: none"> <li>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</li> </ul>	INK skills I need to get on with people who may be different from me.

Lesson 4	<b><u>Relationships – families and people who care for me – unions</u></b>	<ul style="list-style-type: none"> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>	INK reasons why a couple would choose to live together, get married or have a civil ceremony.
Lesson 5	<b><u>Relationships – families and people who care for me – feeling safe</u></b>	<ul style="list-style-type: none"> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> </ul>	INK how to describe a positive relationship and positive qualities a person may have.
Lesson 6	<b><u>Relationships – caring friendships – making friends</u></b>	<ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with;</li> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>	INK people I have a positive relationship with. INK that there are times when I might make the same choices as my friends and times where I might make different choices.

Spring 2	Concepts and components	Statement	INK
Lesson 1	<b><u>SAFETY: Fire</u></b> <i>Safety (London Fire Brigade resources KS2)</i>	<ul style="list-style-type: none"> <li>• To be able to know and verbalise how to reduce risks and keep safe. FIRE RISKS</li> </ul>	INK how to reduce fire risks at home and keep safe.
Lesson 2	<b><u>SAFETY: Money Management (including jobs/ aspirations)</u></b>	<ul style="list-style-type: none"> <li>• Define the terms "income" and "expenditure". Think about items and services of expenditure in the school and in the home.</li> <li>• Understand how a pay slip is laid out showing both pay and deductions.</li> </ul>	INK what income and expenditure means. I can give examples of expenditure at home. (Children to specify)

Lesson 3	<p><b>SAFETY: Road Safety</b> (Based on <a href="https://www.think.gov.uk/">https://www.think.gov.uk/</a>)</p>	<ul style="list-style-type: none"> <li>• Pupils will know the key road skills that they will need when they are old enough to travel without an adult.</li> <li>• Pupils will know how to plan a safer journey to school.</li> <li>• Pupils will know their responsibilities as a pedestrian, cyclist, passenger in a car or on public transport.</li> </ul>	<p>INK my responsibilities as a pedestrian, cyclist or passenger (in a car or public transport) to be able to stay safe on the roads.</p>
Lesson 4	<p><b>SAFETY: Water safety</b> <a href="https://mli.org/youth-education/">https://mli.org/youth-education/</a> (water safety passport 2 resource)</p>	<ul style="list-style-type: none"> <li>• To know if I fall into cold water, I know to float on my back until I have controlled my breathing, then call for help and raise my hand to draw attention or swim to safety if I'm able to do so.</li> <li>• To know how to respond if I see someone in danger in the water – either use my mobile phone or ask an adult to call 999/112 immediately</li> </ul>	<p>INK how to respond if I am in danger in cold water (children to specify)</p> <p>INK how to respond if I see someone else in danger in the water. (children to specify)</p>
Lesson 5	<p><b>SAFETY: Gang culture/ CCE/ CSE</b> (<a href="https://www.london.gov.uk/what-we-do/health/healthy-schools-london">https://www.london.gov.uk/what-we-do/health/healthy-schools-london</a>)</p>	<ul style="list-style-type: none"> <li>• Why and how laws and rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> <li>• To recognise and challenge stereotypes</li> </ul>	<p>INK ways I can respond to racism, teasing, bullying, aggressive behaviour and can challenge stereotypes.</p>

Lesson 6			
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Summer 1	Concepts and components	Statement	INK
Lesson 1	<b><u>Health and Wellbeing – keeping healthy – dental hygiene</u></b>	<ul style="list-style-type: none"> <li>• Why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar/ acidic drinks, the effects of smoking)</li> </ul>	INK ways to look after my teeth.
Lesson 2	<b><u>Health and Wellbeing – keeping healthy – personal hygiene</u></b>	<ul style="list-style-type: none"> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g.hand-washing routines).</li> </ul>	INK that medicines are a drug and should be taken safely.
Lesson 3	<b><u>Health and Wellbeing – changing adolescent body – my changing body</u></b>	<ul style="list-style-type: none"> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways they can cope better with periods.</li> </ul>	INK what a period is and that it is a normal part of puberty for girls.
Lesson 4			
Lesson 5			
Lesson 6			

Summer 2	Concepts and components	Statement	INK
Lesson 1	<b><u>Relationships – caring friendships – communication</u></b>	<ul style="list-style-type: none"> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>	INK that negotiation and compromise ways to manage conflict.

		<ul style="list-style-type: none"> <li>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul>	
Lesson 2	<b><u>Relationships – caring friendships – healthy friendships</u></b>	<ul style="list-style-type: none"> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul>	INK some ways to resolve conflicts.
Lesson 3	<b><u>Relationships – respectful relationships - respectfulness</u></b>	<ul style="list-style-type: none"> <li>Give examples of how to challenge another's viewpoint, respectfully</li> <li>Develop skills in discussion and debating an issue;</li> <li>Empathise with different viewpoints;</li> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practice explaining the thinking behind their ideas and opinions.</li> </ul>	INK that it is important to respect those with other points of view.
Lesson 4	<b><u>Relationships – respectful relationships - responsibilities</u></b>	<ul style="list-style-type: none"> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul>	INK that my actions can influence outcomes.
Lesson 5	<b><u>Relationships – respectful relationships - bullying</u></b>	<ul style="list-style-type: none"> <li>Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> <li>Recognise that repeated name calling is a form of bullying;</li> </ul>	INK some strategies to respond to bullying.
Lesson 6	<b><u>Relationships – online relationships – online relationships</u></b>	<ul style="list-style-type: none"> <li>Recognise that people may say kind things to help us feel good about ourselves;</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	INK how to recognise risks when working online including sharing images.

Year 4

		<ul style="list-style-type: none"><li>• Identify images that are safe/unsafe to share online;</li><li>• Know and explain strategies for safe online sharing;</li><li>• Understand and explain the implications of sharing images online without consent</li></ul>	
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