

Year 1 Life skills and values	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Great Explorers		Fact or Fantasy		Beside the Seaside	
National Curriculum Coverage RSE Solution Scheme of work 1 session a term	My beliefs -Pupils can identify and respect differences and similarities between people and can celebrate this.	My relationships -Pupils understand the importance of listening to other people and playing and working cooperatively, including simple strategies to resolve disagreements through negotiation.	My feelings -Pupils are able to communicate about feelings, recognising how others show feelings, and know how to respond.	My rights & responsibilities -Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others.	Asking for help - Pupils can identify the people who look after them, who to go to if they are worried and how to attract attention.	My body -Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. THIS SESSION NEEDS TO BE TAUGHT BY THE REGULAR CLASS TEACHER AND BE SURE TO EXPLAIN SCHOOL SAFETY PROCEDURES.
Lesson Objectives + Concepts	1. To know I am the same as others in some ways. 2. To know I am different to others in some ways. 3. To celebrate the similarities and differences between people.	1. To actively listen to other people. 2. To think about ways to communicate effectively. 3. To think of ways to resolve a disagreement through negotiation.	1. To identify different feelings. 2. To recognize people react in different ways with these feelings. 3. To know which behaviours are acceptable/unacceptable when we have different feelings.	- To know some ways that diseases spread. - To know some ways I can protect myself from diseases. - To know some ways I can protect others from diseases.	1. To know the people that can help look after me. 2. To know certain people I can ask for help. 3. To ask for help if I need to.	1. To correctly name the main parts of the body 2. To name the private parts boys have 3. To name the private parts girls have.
Knowledge taught	- To know that our body is different to someone else's. - To know that a similarity is when things are nearly the same. - To know that a difference is when things are not the same.	- To know that actively listening means sitting still, looking at the speaker and being able to respond to what they've said - To know it is important to speak clearly so others can hear and understand you. - To know that a disagreement is when people do not think the same thing. They do not agree. - To know that a resolution is when a problem is solved or an answer is found.	- To know the names of different feelings like: happy, sad, afraid, worried, surprised and angry. - To know that when one person is angry they might react differently to another person who is angry. E.g. one person might shout, kick, go quiet etc (apply to other feelings as above)	- To know that a disease is an illness or sickness with some signs or symptoms. - To know that diseases spread through tiny particles - To know that infectious means to spread quickly. - To know that bacteria are cells that can cause people to be ill. They can live inside or outside our bodies.	- To know that the emergency services are the fire brigade, the police force, the ambulance service and the Coastguard.	- To know the names for main parts of the body: head, shoulder, knees toes - To know the names for private parts of the body: Penis, Vulva and bottom.
Skills used	Empathy, Listening, co-operation, comparing, contrasting	Active listening, empathy, clear communication, taking turns, patience,	Observation, empathy,	Empathy, responsibility	Role play, communication, asking for help	Observation
Vocabulary to be retained	Same similar different body Celebrate Similarities differences	Communication Active listening Talking Making up conflict Negotiation Resolve/resolution	Feelings Happy, sad, afraid, worried, surprised, angry etc Good bad acceptable unacceptable	Disease protected Bacteria Infectious Prevention defence	Problem Help Emergency service: Police officer, firefighter, ambulance service, life-guard, Doctor	Private Penis Vulva bottom
Prior learning to recall	- To know they might like and dislike things that others don't. (EYFS) - Two assemblies each term to recall any knowledge.	---	- To be able to name feelings (EYFS) - Two assemblies each term to recall any knowledge.	---	- To identify people who look after them. (EYFS) - Two assemblies each term to recall any knowledge. - Suggested visit from police/dentist/nurse etc	---
Useful links	Links with RE learning Links to stories in English					
Assessment WT ARE GD	- Can I identify similarities or differences between myself and others? - Can I share what is similarities and differences about myself and others? - Can I celebrate what is unique about me?	- Can I actively listen? - Can I think of ways to negotiate to solve a problem? - Can I suggest different solutions to new scenarios?	- Can I describe my feelings? - Do I understand that some people react differently to their feelings? - Do I know that all feelings are acceptable but not all behaviours are?	- Do I know some ways that diseases spread? - Do I know some ways I can protect myself from diseases? - Do I know some ways I can protect others from diseases?	- Can I suggest some people who I can ask for help in different situations? - Can I roleplay asking someone for help?	- Can I correctly name the main parts of the body? - Can I correctly name the private part of the body that I have? - Can I correctly name the private part of the body that boys/girls have?

Year 2 Life skills and values	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Start with Art		Funnels & Firelights		Bee Happy!	
National Curriculum Coverage RSE Solution Scheme of work 1 session a term	<u>Asking for help</u> Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. THIS SESSION SHOULD BE TAUGHT BY THE REGULAR CLASS TEACHER AND BE SURE TO EXPLAIN SCHOOL SAFETY PROCEDURES.	<u>My rights & responsibilities</u> Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond. THIS SESSION SHOULD BE TAUGHT BY THE REGULAR CLASS TEACHER AND BE SURE TO EXPLAIN SCHOOL SAFETY PROCEDURES.	<u>My relationships</u> Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.	<u>My beliefs</u> Pupils can identify the ways in which people and families are unique, understanding there has never been or will be another them.	<u>My feelings</u> Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.	<u>My body</u> Pupils can recognise how they grow and will change as they become older. THIS SESSION SHOULD BE TAUGHT BY THE REGULAR CLASS TEACHER AND BE SURE TO EXPLAIN SCHOOL SAFETY PROCEDURES.
Lesson Objectives + Concepts	1. To know what a surprise is 2. To know what a secret is (something deliberately kept from someone) 3. To know I can tell someone if I am asked to keep something a secret and I feel uncomfortable about it.	1. To be able to say who the special people in their lives are and what makes them special. 2. To be able to talk about how special people care for one another. 3. To be able to talk about their feelings and to recognize other people's feelings. 4. To know different ways to support others in respectful relationships.	1. To be able to say what bullying is. 2. To think about how being bullied makes someone feel. 3. To be able to talk about what to do if I or someone I see is being bullied.	1. To be able to write some things that make them unique. 2. To know their family is different to other people's. 3. To be able to say what makes the people in their family special.	1. To think about my own self-esteem. 2. To consider what my skills and strengths are. 3. To set a goal for myself.	1. To know how a baby grows. 2. To know how I have grown and changed. 3. To know how I might change as I get older.
Knowledge taught	- To know that a surprise is something nice that someone finds out about eventually. - To know that a secret is something deliberately kept from someone. - To know who I can tell if I feel uncomfortable about a secret. E.g. a parent, grandparent, friend	- To know being special means being better than the usual. - To know who the special people in their life are - To know that there are different feelings like happy, sad, angry, calm, worried, frightened. - To be able to name feelings of anger, sadness, happiness, afraid	- To know that bullying is unkindness that is repeated. - To know that bullying is an unkind thing to do - To know that bullying upsets people	- To know that there are lots of different types of families including those with one parent, those with two parents, those with a mum and a dad, those with two mums or two dads. - To know that unique means there is no one else like you. - To know that they are unique and that is a good thing	- To know that self-esteem is how you feel about yourself. - To know that giving a compliment to someone means telling them something good about themselves - To know that giving a compliment is a kind thing. - To know that a goal means aiming for something e.g. 'My goal is to write more neatly.' - To know that it is good to have a goal to aim for.	- To know that a foetus is what we call the baby that is growing inside the mummy. - To know that we started as an egg. - To know that we change in size as we grow To know that the things we can do change as we grow. E.g. I couldn't walk, now I can. I couldn't add numbers, now I can
Skills used	Listening, Responsibility, trust	Empathy	Observation, empathy	Comparing, contrasting empathy	Self-reflection, positivity	Sequencing, observation
Vocabulary to be retained	Secret Surprise Comfortable Uncomfortable	special feelings respect Relationship Personal space privacy	Bullying Unkind feelings	unique	Self-esteem Skills Strengths Goal compliment	Change Grow Vagina Foetus
Prior learning to recall	---	- I know that I am special. (Y1)	- To know we all have different feelings. (EYFS & Y1)	- That we should celebrate what is similar and different about us (Y1)	---	- To name the private parts of the body (Y1)
Useful links		PANTS resources from NSPCC				PANTS resources from NSPCC
Assessment WT ARE GD	- Can I explain what a surprise is? - Can I explain what a surprise and a secret is? - Can I show I know when I need to share a secret and ask for help? - Photos of share the secret/keep the secret activity. - pupil voice	- Can I say/write/draw people I know? - Can I say/write/draw people I trust? - Can I say/write/draw people who can help me? - Can I identify safe and unsafe types of touch? - Circle of support activity - photos of ch in pairs showing safe/unsafe signs.	- Can I explain what bullying is? - Can I say how bullying might make someone feel? - Can I suggest what to do if I or someone I see is getting bullied? - video of role-play - pupil voice	- Can I say the things that make me special? - Can I talk about how my family is special and unique? - Can I identify when someone changes their behavior to fit in? - pupil voice - family tree activity	- Can I share some of my personal strengths/something I am good at? - Can I identify some personal goals? - Can I say how I might try and achieve those goals? - Paper chain of strengths - 'My goals' activity	- Can I spot that the pictures are different? - Can I order a sequence of foetal cards? - Can I talk about how I have grown/changed? - Photo of ordering cards - 'Growing up' activity