Key stage 2 RSE/ PSHE National Curriculum coverage
St Luke's CE Academy Endon
Lights Shine for all Luke 11:33

Autumn 1 – Theme WATER – Water safety/Severn Trent workshops/ Mini medics first aid.

Y3 – Inland water ways – where do they come from and where do they go?	**Y4 – What is life like in a place with limited access to water?**	**Y5 – Why do oceans matter?**	**Y6 – Is our future in threat from natural disasters?**
Lesson 1 - UNIT-SETTING GROUND RULES FOR PSHE & RSE **Objective**: To create an RSE and PSHE agreement through discussion. **Knowledge/skill**: I can explore what PSHE is and why it is important. I can suggest rules that can help everyone feel safe in RSE and PSHE lessons. I can work with my class to create an RSE and PSHE agreement. **Vocab**: agreement, PSHE, respect, safe trust **Adaptive teaching:** Use role play or a freeze frame to understand the purpose of a rule by making the consequence visible and concrete. Draw a simple symbol instead of writing to record the rule's meaning, reducing cognitive load and maintaining focus on the idea of the rule rather than the demands of writing. **Assessment:** **Exp -** Explain how rules protect everyone. Agree on a set of rules. Follow the rules during discussion without reminders.	Lesson 1 - UNIT-SETTING GROUND RULES FOR PSHE & RSE **Objective**: To create an RSE and PSHE agreement through discussion. **Knowledge/skill**: I can explore what PSHE is and why it is important. I can suggest rules that can help everyone feel safe in RSE and PSHE lessons. I can work with my class to create a RSE and PSHE agreement. **Vocab**: agreement, PSHE, respect, safe trust **Adaptive teaching:** Use role-play or a freeze frame to show what happens if we do not follow a rule. Draw rather than write a key rule on their sticky note. **Assessment:** **Exp -** Explain how rules protect everyone. Agree on a set of rules. Follow the rules during discussion without reminders. **GD -** Propose improvements or additions when they spot gaps in the class list. Use positive reframing unprompted.	Lesson 1 - UNIT-SETTING GROUND RULES FOR PSHE & RSE **Citizenship: How can we make a difference in our communities and beyond?** **Lesson 2** - How can we show care for others? **Objective**: To recognise how to show care for others. **Knowledge/skill**: I can name the people, animals, plants or belongings I care about. I can identify issues I care about. I can give examples of actions I can take to show care. **Vocab**: issue **Adaptive teaching:** Use the Resource: Sentence starters to support their discussions throughout the lesson. Use the Resource: Care ideas to generate ideas for people, animals, plants, belongings and issues during the Activity: Circles of care in the Main event. Draw instead of writing down the things and issues they care about during the Activity: Circles of care. **Assessment:**	Lesson 1 - UNIT-SETTING GROUND RULES FOR PSHE & RSE **Staying safe: How can I stay safe as I grow up?** **Lesson 2** - How can I stay safe on my own at home? **Objective**: To describe how to keep myself safe when I am at home without adult support. **Knowledge/skill**: I can identify hazards and risks at home. I can explain why some everyday activities are riskier when I am home alone. I can describe what to do if an accident or emergency happens at home. **Vocab**: accident, carbon monoxide carbon monoxide alarm, cautious, hazard, report, risk, scald **Adaptive teaching:** Use the Resource: Sentence starters to structure their responses. Focus on a reduced number of scenarios in a small group to allow more time to process and discuss each one in depth. Use Resource: Scenarios to reduce cognitive overload of reading from the board.

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GD – Propose improvements or additions when they spot gaps in the class list. Use positive reframing unprompted. **Health protection: How can we prevent illness and injury and respond if they happen?** Lesson 2 - **How can good hygiene help prevent illness?** **Objective**: To understand how hygiene can help stop the spread of germs and prevent illness. **Knowledge/skill**: Can describe some ways germs can spread. Can suggest ways to reduce the spread of germs. Can explain how hygiene routines help prevent illness. **Vocab**: antibiotics, bacteria, droplet, germs, hygiene, infection, medicine, prevent, spread **Adaptive teaching:** Watch the Pupil video: Germs from Year 1, Health protection: How can I protect myself and others in daily life?: Lesson 1: Why and how do we wash our hands? before the lesson or rewatch it before creating their classroom rules. Use the Resource: Word bank throughout the lesson. **Assessment:**	**My healthy self: How can I make healthy choices?** Lesson 2 - What is a balanced diet and why does having one matter? **Objective**: To explore the importance of having a balanced diet. **Knowledge/skill**: I can identify how different types of food help our bodies. I can explain why we need a variety of foods. I can plan a healthy meal. **Vocab**: balanced diet, carbohydrates, nutrients, processed food, protein, vitamins **Adaptive teaching:** Use Activity: Foods to organise and refine their ideas by physically sorting the foods in the Attention grabber. Use the Activity: Packed lunch and Activity: Foods in the Main event to reduce cognitive load and aid task completion. Rewatch the Pupil video: What is a balanced diet? to support their discussion and choices when creating the character's packed lunch. **Assessment:** **Exp -** Identify foods that help our bodies in different ways. Explain why eating a variety of foods matters. Give examples of healthy meals.	**Exp -** Name the people, animals, plants or belongings they care about. Identify issues they care about. Give examples of actions they can take to show care. **GD -** Explain that people may show care in different ways depending on the person, animal, plant, belonging, issue or cause. Recognise that children can show care through age-appropriate actions, while adults have the main responsibility for keeping children safe. Suggest a realistic next step and explain why it would show care. **Lesson 3 -** How do people contribute to the community? **Objective:** To recognise how individuals and groups can contribute to a community. **Knowledge/skill:** I can give examples of how people contribute to a community. I can describe how a contribution can help others. I can suggest ways to recognise people's contributions. **Vocab:** charity, citizen, community group, contribute, local, recognition, volunteer **Adaptive teaching:** Use the sentence starters provided in the final slide of the Presentation:	Use a simple decision frame for the main activity, such as: 1) Move away. 2) Tell a trusted adult. 3) Call 999 if someone is in immediate danger. **Assessment:** **Exp -** Identify hazards in a range of home scenarios and explain the associated risks. Explain why some everyday situations become riskier when they are alone or without adult support. Describe appropriate actions to take in response to accidents or emergencies at home, including when to seek help or call 999. **GD -** Explain how and why the level of risk changes in a situation, particularly when alone or without adult support. Identify and explain multiple risks within a single scenario. Describe and justify a range of safe actions in response to different accidents or emergencies at home. **Lesson 3** - How can I stay safe outside on my own? **Objective**: To predict and plan for risks outside the home. **Knowledge/skill**: I can spot hazards outside the home and explain their risks. I can explain how distractions can make situations less safe.

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Exp - Describe how germs spread through touch, droplets and shared objects. Identify hygiene habits that reduce the spread of germs. Explain how their classroom rules help prevent illness. **GD -** Justify which hygiene measures would be most effective in different settings. Explain links between the ways germs spread and a specific hygiene action, for example, wiping surfaces and droplets falling on surfaces when someone coughs or sneezes. Lesson 3 - **How can I protect myself from the sun?** **Objective**: To know how sun safety helps protect our health now and in the future. **Knowledge/skill**: Can recognise that the sun and heat can cause harm to our bodies. Can identify short-term and long-term effects of sun exposure. Can make sensible sun safety choices. **Vocab**: cancer, dehydrated, heatstroke, hydrated, shade, SPF, sunburn, suncream **Adaptive teaching:** Use the Activity: Sun safety poster.	**GD -** Explain what having a balanced diet means and why it is important. Compare and evaluate meals using their knowledge of food groups and nutrition. Suggest alternative food choices to make a meal healthier. **Lesson 3 -** How can being active help my mind and body? **Objective:** To investigate how physical activity affects the body. **Knowledge/skill:** I can suggest some everyday activities that can help me to stay active. I can describe how my body feels during and after being active. I can explain how being active helps my body stay healthy and strong. **Vocab:** active, exercise, health, mental health, physical activity, physical **Adaptive teaching:** Have adapted challenges in the Main event to take into account any specific physical or sensory needs. Pre-read or re-read the Resource: Health benefits to embed the knowledge. Use the images and vocabulary on the Knowledge organiser as prompts in the Wrapping up to reduce cognitive load. **Assessment:**	Community contributors to support discussion in the Attention grabber. Choose one issue from the Resource: Community issues to complete their Activity: My community group in the Main event. Use the Knowledge organiser to support understanding and the use of key vocabulary throughout the lesson. **Assessment:** **Exp -** Identify ways individuals and groups can contribute to a community. Explain how a contribution can help others. Suggest some ways people's contributions could be recognised or valued. **GD -** Explain that contributions can be made in different ways, including through everyday actions, paid roles, volunteering or community groups. Compare how different contributions help a community. Recognise that contributions do not need to be famous or publicly rewarded to be valuable. **Lesson 4 -** How does the UK Government work? **Objective:** To recognise how the UK Government works. **Knowledge/skill:** I can describe how people elect MPs and how the UK Government is usually formed.	I can identify safe actions to take to respond to unsafe situations outside the home. **Vocab**: distraction, emergency services, environment, hazard, reflective, risk **Adaptive teaching:** Pre-teach vocabulary such as hazard, risk, distraction and route by exploring simple definitions and examples before the lesson. Use the Activity: Sophie's journey map: support version with labelled hazards on the map to support identification before explaining the associated risks. Use the thinking frame: Where am I going? What route is safest? What could distract me? Who could I ask for help? to support their group discussion. **Assessment:** **Exp -** Identify hazards outside the home and explain the risks they may create. Explain how distractions can affect safety and make situations less safe. Identify safe actions to take in response to unsafe situations outside the home. **GD –** Justify the safest actions by comparing different responses to the same hazard. Explain how distractions can increase risk in different contexts, such as when travelling or in busy environments. Adapt safe actions to suit different situations or needs, explaining their reasoning clearly.

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Refer to the sun protection section of the Resource: Knowledge organiser: RSE & PSHE – How can we prevent illness and injury and respond if they happen? throughout the lesson. Use the Resource: Applying suncream steps to describe the steps for applying suncream and suggest a possible order. **Assessment:** **Exp -** Recognise that the sun and heat can cause harm to the body and describe several ways to stay safe in the sun. Talk about why sun protection is important, mentioning short and long-term effects. Explain where and when suncream should be applied and reapplied. Apply suncream carefully to uncovered skin with adult supervision. **GD -** Justify suitable sun-protection choices for different outdoor situations. Explain why several protective measures are needed to reduce short- and long-term harm. Lesson 4 - How does my body protect itself from illnesses? **Objective**: To understand how vaccination helps the immune system respond to some diseases.	**Exp -** Suggest some everyday activities that help to keep the body active. Describe how the body may feel during and after physical activity. Explain that being active helps the body stay healthy and strong. **GD -** Identify the difference between being active and exercising. Explain why physical activity benefits the body and mind. **Lesson 4 -** How can I keep my energy up throughout the day? **Objective:** To examine how daily habits and choices can affect our energy levels. **Knowledge/skill:** I can identify choices that can make me feel tired or low in energy. I can explain how water, food, exercise and rest help me feel energised. I can suggest simple habits to help me stay energised. **Vocab:** dehydrated, habit, hydrated **Adaptive teaching:** Pre-teach the idioms for being energised or not energised (e.g. running on empty or full of beans). Pre-watch or re-watch the Pupil video: Staying hydrated to help embed the knowledge. Complete the relay with a partner rather than individually. **Assessment:**	I can name different parts of the UK Government and what they do. I can describe the role of MPs and ministers. **Vocab:** budget, democracy, election, government, minister, Member of Parliament, national, Parliament, Prime Minister, tax **Adaptive teaching:** Use the Resource: Reasons to support making decisions during the Activity: Making decisions as a minister. Orally justify their decision in the Activity: Making decisions as a minister rather than writing it. Use the Knowledge organiser to support understanding and the use of key vocabulary throughout the lesson. **Assessment:** **Exp -** Describe how people elect MPs and how the UK Government is usually formed. Name different parts of the UK Government and what they do. Describe the role of MPs and ministers. **GD -** Justify a spending choice by considering who would be helped, why the decision matters, whether it would have a short-term or long-term impact and why some people might disagree. Explain that government decisions can involve choosing between important ideas because there is a limited budget.	**Lesson 4** - How can I travel safely on my own? **Objective**: To explain how to stay safe near railways. **Knowledge/skill**: I can identify hazards and risks near railways. I can describe safe ways to be on and around railways. I can explain how to make safe and informed choices when travelling independently. **Vocab**: distraction, level crossing, public transport, trespass, underpass **Adaptive teaching:** Use pre-taught and displayed vocabulary such as hazard, risk, distraction, trespassing and level crossing to support understanding. Use the scenario from the Presentation: Railway safety rather than being given a new scenario to work from. Work in a small supported group to rehearse their freeze frame before sharing with the class. Write their sentences on whiteboards to remember what they are going to say. **Assessment:** **Exp -** Identify hazards and risks near railways. Describe safe ways to be on and around railways. Explain how to

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Knowledge/skill: Can explain that the body has defences that help fight germs. Can describe how vaccines help the body build protection against some diseases. Can recognise that healthcare workers help families make vaccination decisions. **Vocab**: disease, germs, immunity, infection, injection, nasal spray, vaccination, vaccine **Adaptive teaching:** Pre-watch or re-watch the Pupil video: What are vaccines and how do they work? to consolidate learning. Play the game in a smaller group with only one colour of beanbag to reduce time taken, allowing for repetition and consolidation of the learning. Use the Resource: Vaccine voice when discussing the concept cartoon in the Wrapping up. **Assessment:** **Exp -** Explain how vaccines train the body to fight particular germs. Describe how vaccination can reduce serious illness and the spread of disease. Recognise that healthcare workers help families make vaccination decisions.	**Exp -** Identify choices that can make them feel tired or low in energy. Explain how water, food, exercise and rest help the body to feel energised. Suggest simple habits that help to maintain energy. **GD -** Justify their placement of the statements in the Main event, making links with learning from this lesson and prior knowledge. Explain why having energy promotes good mental and physical health in the longer term. **Lesson 5 -** How can I get support for myself or others? **Objective:** To recognise when someone may need support and how to seek help. **Knowledge/skill:** I can use clues (from behaviour, body language or words) to understand how someone might feel. I can recognise when someone might need help with how they are feeling. I can suggest different ways to ask a trusted adult for help. **Vocab:** support, trust, trust team, trusted adult **Adaptive teaching:** Use the Resource: LKS2 Emotions and feelings poster to explain how the	**Lesson 5** - What is the role of a local councillor? **Objective**: To understand the role of a local councillor. **Knowledge/skill**: I can describe how local councillors help people in their community. I can identify some issues that local councillors may be able to help people with. I can explain what happens at a local council surgery. **Vocab**: councillor, local council, surgery **Adaptive teaching:** Rewatch the video from the Attention grabber before the role-play in the Main event. Use the Knowledge organiser to support understanding and the use of key vocabulary throughout the lesson. **Assessment:** **Exp -** Describe how local councillors help people in their community. Identify some issues that local councillors may be able to help people with. Explain what happens at a local councillor's surgery. **GD -** Explain why a councillor cannot always say yes immediately, referencing cost, fairness or the need to consult others.	make safe choices when travelling independently. **GD** – Justify safer choices by explaining why one action is safer than another. Compare which actions will keep us safe around railway lines. Explain how factors such as distraction or being in a hurry can increase risk when travelling independently. **Lesson 5 -** How can I stay safe in, on and around water? **Objective**: To manage risk in, on and around water by following the water safety code. **Knowledge/skill**: I can identify hazards in different water environments and explain their risks. I can give examples from the water safety code. I can suggest ways to stay safe in, on or around water. **Vocab**: coastguard, current, lifebuoy **Adaptive teaching:** Sort the diamond nine cards into two groups: points that reduce risks and points that help if the unsafe action has already happened. Give a reduced set of context cards containing only the most relevant context points from their local area.

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GD - Explain why vaccination provides safer protection than acquiring immunity through illness. Lesson 5 - **When should I tell an adult if I am worried about my health?** **Objective**: To identify when I can manage a health concern myself and when to ask for help. **Knowledge/skill**: Can recognise when I can try a simple, safe response first and then check how I feel. Can clearly describe a health concern, including where it hurts, what it feels like and when it started. Can describe when a health concern needs urgent help. **Vocab**: allergy, asthma, illness, rash, symptom, unwell, urgent **Adaptive teaching:** Watch the Pupil video: Feeling unwell from Year 1, RSE & PSHE, Health protection: How can I protect myself and others in daily life? Lesson 4: What should I do if I feel unwell? before the lesson to recall the words people use to describe how they are feeling when they are unwell. Use the Resource: Tell a trusted adult when sorting the statements in the Main event. **Assessment:**	characters might be feeling in the Main event. Use the Activity: What is going on? to record their thoughts in the Main event. **Assessment:** **Exp -** Use clues from behaviour, body language or words to describe how someone might be feeling. Recognise when someone may need help with their feelings. Suggest different ways to ask a trusted adult for help. **GD -** Evaluate how emotions might affect behaviour and identify subtle signs that someone may need support. Explain and compare different ways of asking for help. Suggest how trusted adults or peers could offer support effectively. **Lesson 6 -** How can I respond when things feel hard? **Objective:** To understand how a growth mindset helps us respond to challenges. **Knowledge/skill:** I can describe the difference between a fixed mindset and a growth mindset. I can recognise what a growth mindset looks and sounds like e.g. "I can't do it yet". I can suggest strategies to help myself or others when facing a challenge.	**Lesson 6** - What are pressure groups? **Objective**: To recognise the role of pressure groups. **Knowledge/skill**: I can describe what a pressure group is. I can give examples of actions pressure groups can take to create change. I can rank campaign actions and give reasons for my choices. **Vocab**: campaign, charity, influence, pressure group **Adaptive teaching:** Use the Knowledge organiser to support understanding and using key vocabulary throughout the lesson. Refer back to the examples in the Presentation: What is a pressure group? when asked to describe a pressure group or give an example during class discussion. Sow thumbs up, sideways or down to indicate whether they think each campaign action would make a big, some or small difference during the Presentation: Campaign actions. Focus on one campaign action and explain whether it would influence the public, the Government or both during the Presentation: Campaign actions. **Assessment:** **Exp -** Explain what a pressure group is.	Use a decision-making frame when completing the Main event: Stop and think. Stay together. Call 999 if needed. Float if in difficulty. **Assessment:** **Exp -** Apply the water safety code to identify safer choices in different water scenarios. Explain how different water environments and factors, such as cold water, currents or lack of supervision, increase risk. Recognise when new information changes the level of risk and adapt their decisions accordingly. Justify their choices using knowledge of hazards and the water safety code. **GD –** Evaluate which parts of the water safety code are most important in different scenarios. Justify and defend their decisions when context changes, explaining clearly why their thinking has changed. **Lesson 6 -** How can I stay safe when I feel peer pressure? **Objective**: To recognise and respond to peer pressure. **Knowledge/skill**: I can explain what peer pressure is. I can identify when peer pressure is happening in a situation. I can suggest strategies to respond safely to peer pressure.

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Exp - Describe a health concern clearly, including where it hurts, what it feels like and when it started. Recognise when they can try a simple, safe response first and then check how they feel. Describe when a health concern needs urgent help. **GD -** Justify an appropriate response to different health concerns using relevant signs and symptoms. Recognise when a changing situation requires a more urgent level of help. Lesson 6 - **What first aid might help with common injuries?** **Objective**: To recognise basic first aid responses for common injuries. **Knowledge/skill**: Can explain what first aid is. Can match common injuries to suitable basic first aid responses. Can identify signs that someone needs urgent help. **Vocab**: burn, choking, first aid, cold pack, infection, injury, pressure (physical), urgent **Adaptive teaching:** Use the Resource: Help to show what the characters should do by writing the characters' names in the columns.	**Vocab:** challenge, fixed mindset, growth mindset, mindset. **Adaptive teaching:** Pre-watch or re-watch the Pupil video: Growth mindsets. Focus on one side of their bookmark when suggesting strategies in the Main event. Write or draw a growth mindset response to their scenario rather than role-playing. **Assessment:** **Exp -** Describe the difference between a fixed and a growth mindset. Recognise what a growth mindset looks like (e.g. keeping trying) and sounds like (e.g. saying "I can't do it yet"). Suggest strategies for staying positive when things are challenging. **GD -** Compare fixed and growth mindsets using examples. Justify their choices when suggesting growth mindset strategies. Consider how using the growth mindset strategies might make people more resilient in the future. **Lesson 7 -** Why is helping others good for me too? **Objective:** To understand that being kind can help me too. **Knowledge/skill:**	Describe how pressure groups can bring about change, with examples from the lesson. Rank campaign actions and give a reason for which action is most likely to make a difference. **GD -** Compare campaign actions and justify which is most likely to make a difference. Recognise that different people might disagree about the best way to bring about change. **Lesson 7** - How can people influence the decisions made by the government? **Objective**: To recognise how people can influence decisions made by the government. **Knowledge/skill**: I can describe how people can share their views with decision-makers. I can identify if an issue is local, national or both. I can suggest suitable actions for a local or national issue. **Vocab**: influence, petition, protest, tax **Adaptive teaching:** Use the Resource: Actions to support completing the Activity: Action plan during the Main event. Use Resource: Sentence starters to support group discussions during the Main event.	**Vocab**: bystander, controlling, consent, peer pressure, threat, upstander, violence **Adaptive teaching:** Give a limited set of response options to choose from when using the Resource: Conscience alley cards rather than the entire deck of cards. Work in an adult-supported group to model language, discussion and decision-making. Focus on identifying where the pressure is coming from, rather than analysing the full situation. Use the scenarios in Activity: Conscience alley scenarios: support version for the main event, which uses the Attention-grabber scenarios to prevent cognitive overload. **Assessment:** **Exp -** Explain what peer pressure is. Identify when peer pressure is happening in a situation. Suggest safe and appropriate strategies to respond to peer pressure. **GD -** Explain how peer pressure can vary depending on the situation or relationship. Analyse how pressure influences thoughts, feelings and decisions. Justify which responses are safest and explain why alternative choices may be less safe.

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Use the Resource: Knowledge organiser: RSE & PSHE – How can we prevent illness and injury and respond if they happen? when explaining their reasoning in the Main event. **Assessment:** **Exp -** Explain that first aid is the immediate help given before further or professional help is available. Match common injuries to suitable first aid responses. Identify whether an injury requires a trusted adult, a first aider or emergency help. **GD -** Justify the most appropriate first aid response and source of help for different scenarios. Explain how and why the response should change if a person's condition worsens. Lesson 7 - **How can I get help in a medical emergency?** **Objective**: To know how to get help in a medical emergency. **Knowledge/skill**: Can identify situations when calling 999 is needed. Can explain how to contact the emergency services and what information to give them. Can role-play making a calm and clear 999 call.	I can describe how helping others makes people feel. I can suggest simple ways to help others feel included. I can recognise when someone might feel lonely. **Vocab:** kindness, lonely, pledge **Adaptive teaching:** Use the Resource: Emotions and feelings poster to aid discussion and when completing the Activity: My kindness pledge in the Main event. Refer to the Presentation: Ways to be kind when discussing the scenarios in the Main event and when completing the Activity: My kindness pledge. Draw their pledge on plain paper instead of writing it. **Assessment:** **Exp -** Describe how helping others can make people feel. Suggest simple ways to help others feel included. Recognise when someone might feel lonely. **GD -** Explain the benefits of kindness for both the helper and the person being helped. Describe how they might respond to someone who is lonely or struggling.	Complete the Activity: Action plan orally with a partner or adult. **Assessment:** **Exp -** Describe how people can share their views with decision-makers. Identify if an issue is local, national or both. Suggest suitable actions for a local or national issue. **GD -** Compare different ways to influence decisions. Explain which action is most suitable for a specific issue. Explain why decision-makers need to consider cost, fairness and different viewpoints.	**Lesson 7** - How can I stay safe around drugs? **Objective:** To recognise the risks of drug misuse and how to make safe choices. **Knowledge/skill:** I can give some examples of legal and illegal drugs. I can describe some risks and consequences of misusing drugs. I can suggest strategies to avoid peer pressure involving drug misuse. **Vocab:** addictive, dosage, drugs, illegal, legal, perceived benefit, restricted **Adaptive teaching:** Provide a reduced set of strategies from the Resource: Avoiding peer pressure strategies to discuss. Work as part of a small group to analyse the strategies from the Resource: Avoiding peer pressure strategies. Complete the discussion activity at a table with their group if moving around the classroom is inaccessible or overwhelming. **Assessment:** **Exp -** Identify examples of legal and illegal drugs. Explain some risks and consequences of drug misuse. Suggest strategies to respond to pressure involving drugs. **GD -** Explain how perceived benefits may influence decisions about drug

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Vocab: 999, ambulance service, emergency, hazard, location, operator **Adaptive teaching:** **P**re-watch the Pupil video: Calling an ambulance. Refer to the Resource: Knowledge organiser: RSE & PSHE – How can we prevent illness and injury and respond if they happen? when role-playing a 999 call. **Assessment:** **Exp** - Identify signs of a medical emergency, including breathing difficulties, heavy bleeding and unresponsiveness. Explain how to contact the emergency services, including from a locked mobile phone. Role-play a clear and calm 999 call, giving accurate information about what happened and where. **GD -** Select and prioritise the most useful information during a simulated 999 call. Respond confidently to the operator's questions and instructions while explaining how this helps emergency services act efficiently.			misuse. Explain how the consequences of drug misuse may affect a person's health, relationships or future opportunities. Justify why some strategies to respond to pressure involving drugs may be more effective than others in different situations.

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Autumn 2 – Theme Shelter and Environment – World Kindness/Anti-bullying/1st Charity Event

Y3 – Homes, houses and communities through the ages. What can we learn from the prehistoric past?	Y4 – Our changing village – Are all settlements the same?	Y5 – Industrial revolution – Was it a change for the good?	Y6 – How can I have a positive impact on my local environment?
Connecting with others: What helps us feel safe and included? Lesson 1 - **How can I respect myself?** **Objective**: To recognise what self-respect is and why it is important. **Knowledge/skill**: Can identify some of my strengths and interests. Can explain what self-respect means and why it is important. Can describe ways I can show self-respect. **Vocab**: kindness, respect, self-respect, strengths, value **Adaptive teaching:** Take part in a pre-teach session for vocabulary support (see Teacher knowledge). Use the Resource: Picture mat to support them in sharing their strengths in the Attention grabber. Use the examples in the Presentation: What could your self-respect statue look like? for the 'Museum of me' activity in the Main event. Choose to create a co-exhibit with a partner or adult during the 'Museum of me' activity in the Main event. **Assessment:**	**Staying safe: What signs help me recognise what is safe or unsafe?** Lesson 1 - **How can I tell if a situation is unsafe?** **Objective**: To identify warning signs that a situation may be unsafe. **Knowledge/skill**: Can explain what 'unsafe' means. Can describe what some warning signs look and feel like. Can identify what unsafe situations look like. **Vocab**: familiar, hazard, inappropriate, pressure, safe, unsafe, warning **Adaptive teaching:** Highlight the evidence for their scenario on the Resource: Evidence cards and write 'F' if it is felt and 'S' if it is seen rather than recording on the Activity: Evidence log. Use sentence starters to explain their ideas to a partner or adult by completing such as "This is a warning sign because…" before writing independently on the evidence log. Highlight key parts of the scenario to identify evidence by focusing on one sentence at a time before recording ideas.	**Citizenship: How can we be in control of our money?** Lesson 1 - **Why should people prioritise needs over wants?** **Objective**: To prioritise needs over wants. **Knowledge/skill**: Can identify whether something is a need or want. Can explain how prioritising needs can help people manage money. Can make spending decisions that stay within a budget while prioritising needs. **Vocab**: budget, need, prioritise, want **Adaptive teaching:** Use the Activity: Shopping lists: support version in the Main event. Explain why they have prioritised certain items or purchases over others using the sentence starter 'I choose to buy... because...'. Use a calculator, number line or adult support to check that their shopping list stays within the £50 budget. **Assessment:** **Exp -** Identify whether each item is a need or a want. Explain how prioritising needs can help people manage money.	**The online world: How do I feel about the things I see online?** Lesson 1 - **How do online platforms keep users engaged?** **Objective**: To understand how online platforms engage users and recognise ways to manage online activity. **Knowledge/skill**: Can identify features of online platforms that keep users engaged. Can explain why certain features keep users engaged. Can suggest effective strategies to manage time online. **Vocab**: autoplay, engage, infinite scroll, online platforms, social media **Adaptive teaching:** Use the Resource: Word bank to refer to when completing the Activity: Online platform design. Use the Activity: Online platform design (support) as a scaffold. **Assessment:** **Exp -** Identify features of online platforms that keep users engaged. Select features to include in an online platform to keep users engaged and explain their choices.

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Exp - Recognise what their strengths and skills are. Explain what self-respect means. Identify ways they respect themselves. **GD -** Identify how situations of disrespect, including negative self-talk, could be changed to show self-respect. Use examples to describe what self-respect means. Justify their choices in the lesson. Lesson 2 - **What are personal boundaries?** **Objective**: To identify my personal boundaries. **Knowledge/skill**: Can explain what a personal boundary is. Can identify what I am and am not comfortable with. Can communicate a personal boundary. Can show respect to others' personal boundaries. **Vocab**: behaviour, boundaries, comfortable, communicate, personal boundary **Adaptive teaching:** **Assessment:** Observe during the personal bubble activity in the Main event. Refer to the sentence starters on the Presentation: Communicating personal	**Assessment:** **Exp -** Identify inside and outside warning signs in pictures, statements and case scenarios. Describe at least one warning sign using evidence from the case file and evidence cards. Explain why a situation is unsafe, including when a person or place is familiar or when someone uses pressure. **GD -** Justify why a situation is unsafe by comparing inside and outside warning signs using comparative sentence starters. Infer and record relevant evidence from the case scenario without using the evidence cards. Lesson 2 - **What do I do if a situation feels unsafe?** **Objective**: To respond to an uncomfortable situation safely. **Knowledge/skill**: Can describe actions I can take when I feel uncomfortable. Can use clear help-seeking language to ask for support. Can suggest alternative strategies for what to do if the first adult does not help.	Make spending decisions that stay within a budget while prioritising needs. **GD -** Justify spending decisions by considering cost, quality and whether an item meets their needs. Explain that different people may prioritise different needs and wants depending on their circumstances. Explain how their spending choices change with a different budget. Lesson 2 - **What is a weekly budget?** **Objective**: To create a weekly budget. **Knowledge/skill**: Can prioritise needs and wants when making spending decisions. Can identify sources of income and types of expenditure. Can allocate money without exceeding a weekly budget. **Vocab**: budget, expenditure, income, salary **Adaptive teaching:** Identify one source of income and one type of expenditure. Use the Activity: Weekly budget: support version in the Main event. Use cut-up cards from the Activity: Weekly budget: support version to make their selections. **Assessment:**	Suggest effective strategies to manage time online. **GD -** Explain why online platforms want to keep users engaged. Design an online platform with a specific user in mind. Explain how strategies to manage time online could link to engagement features included in a design. Lesson 2 - **How can I make safe choices if I am gaming online?** **Objective**: To recognise why some online gaming can be risky and how to make safe choices. **Knowledge/skill**: Can identify features in online games that encourage people to keep playing or spend money. Can suggest safe choices to make when playing online games. Can recognise why online gambling sites are age restricted. **Vocab**: gambling, luck, risk **Adaptive teaching:** Choose questions from the Resource: Checklist questions to cut and stick on the Activity: Cartoon strip. Look at the slides 1–2 of the Presentation: Online gaming features again to remind themselves of the online gaming features to look out for in

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boundaries when completing the Resource: Communicating personal boundaries. Use different coloured cards to show level of comfort during the Main event, e.g. green = comfortable, yellow = unsure, red = not comfortable. **Exp -** Explain what a personal boundary is in simple terms. Identify things they are and are not comfortable with. Communicate a personal boundary clearly using sentence stems. Recognise that respecting boundaries helps people to get along. **GD -** Explain why respecting boundaries is important for healthy relationships. Identify how a scenario could be changed to respect someone's boundary. Use personal or character-based examples to show how boundaries can be different for different people or in different situations. Justify their choices in role-play with clear reasoning. Lesson 3 - **What makes a family?** **Objective**: To identify how families can spend time together and support each other. **Knowledge/skill**:	**Vocab**: boundaries, comfortable, consent, personal space, private, uncomfortable **Adaptive teaching:** Use the Resource: Justification prompts to support their justification in the Activity: Taking action. Give a reduced-load role during the game show in the Main event, such as timekeeper or decision collector, to focus on listening to the scenarios and responses. Choose between two possible actions instead of three by using a reduced set of options to support decision-making. **Assessment:** **Exp -** Describe actions they can take when they feel uncomfortable, including moving away and seeking help. Use clear help-seeking language to ask a trusted adult for support. Suggest another trusted adult or strategy if the first adult does not help. **GD –** Offer two different next steps for the same scenario and justify choosing between them. Compare and contrast the most helpful actions in online and offline scenarios and justify their choices. Lesson 3 - **How can I stay safe around traffic?**	**Exp -** Prioritise needs and wants when making spending decisions. Identify different sources of income and types of expenditure. Allocate money without exceeding a weekly budget. **GD –** Justify the spending choices they made when creating their weekly budget. Explain why different people might make different budgeting decisions. Explain how different spending decisions affect the amount of money they have left. Lesson 3 - **What is borrowing and lending?** **Objective**: To understand how borrowing and loans work. **Knowledge/skill**: Can explain how a loan works. Can describe what could happen if a loan is not repaid on time. Can explain when taking a loan might or might not be a sensible choice. **Vocab**: lending, loan, interest, repay **Adaptive teaching:** Pre-teach the meanings of the words borrow and loan. Use the Knowledge organiser to refer to throughout the lesson.	Sophie's story before completing the Activity: Cartoon strip. **Assessment:** **Exp -** Identify features in online games that encourage people to keep playing or spend money. Suggest safe choices to make when playing online games. Recognise why online gambling sites are age restricted. **GD –** Use reasoning to justify whether online games that encourage spending should have stricter age restrictions. Create a memorable strategy to help make safe choices when online gaming. Lesson 3 - **Is online content always realistic?** **Objective**: To analyse how online content can influence how people think and feel. **Knowledge/skill**: Can identify when online content has been carefully chosen or edited. Can give examples of how online content can influence how people think or feel. Can suggest ways to manage my feelings relating to online content. **Vocab**: edit, filter, realistic, unrealistic **Adaptive teaching:**

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Can name different ways families spend time together. Can explain how families help and support each other. Can describe some responsibilities that families can share at home. **Vocab**: family, parents/carers, relationship, responsibility, sibling, support **Adaptive teaching:** Use the Resource: Word mat for vocabulary support in the lesson. Work in pairs to talk through their ideas before writing on whiteboards during the Recap and recall. Talk through their choices aloud before adding coloured dots during the Activity: Family actions in the Main event. **Assessment:** **Exp -** Name different ways families can spend time together. Explain how family members help and support one another. Identify some responsibilities families share at home. **GD –** Explain why it is important for families to support one another. Identify overlapping actions (e.g. cooking together as both time and support).	**Objective**: To identify common risks and explain how to stay safe when walking, cycling or scooting. **Knowledge/skill**: Can recognise different types of road crossings. Can identify some common risks when out walking, cycling or scooting. Can describe strategies to keep myself safe when walking, cycling and scooting. **Vocab**: driveway, emergency services, hazard, kerb, operator, risks, road crossing, visibility **Adaptive teaching:** Use structured talking prompts to identify hazards by completing the sentence: "The hazard is… it could cause… a safer choice would be…" Work in a guided small group to complete the Activity: Risk radar to rehearse spotting one example together before moving independently, by discussing what the hazard is and why it is unsafe. Use a limited set of photos from the Activity: Risk radar to reduce cognitive load by focusing on fewer images and identifying hazards in depth rather than scanning all images. **Assessment:** **Exp -** Identify hazards in road, walking, cycling and scooting scenes and describe why they are risky.	Use the Resource: Sentence starters to justify the option they chose in the borrowing and lending scenarios. Use the Resource: Borrowing and lending as a prompt throughout the lesson. **Assessment:** **Exp -** Explain how a loan works. Describe what could happen if a loan is not repaid on time. Explain when taking a loan might or might not be a sensible choice. **GD –** Justify why one option is more sensible than another in the borrowing and lending scenarios. Explain why borrowing may be a sensible choice in some situations but not in others. Explain the possible consequences of not repaying a loan on time. Lesson 4 - **What are the risks of handling money online?** **Objective**: To explain risks when spending money online. **Knowledge/skill**: Can identify risks when spending money online. Can explain why an online purchase might be risky. Can suggest ways to make safer decisions when spending money online.	Use the Resource: Vocabulary cards to learn vocabulary before, during and after the lesson. Use the Resource: Sentence starters when writing their ideas onto the Activity: Online scenarios. Use the Resource: Word bank to support them when writing their ideas onto the Activity: Online scenarios. **Assessment:** **Exp -** Identify when online content has been carefully chosen or edited. Give examples of how online content can influence how people think or feel about themselves and others. Suggest ways to manage feelings relating to online content. **GD –** Suggest reasons why people might post unrealistic content online. Create a memorable strategy to help them critically analyse online content and manage their feelings. Redesign social media posts to make them more realistic. Lesson 4 - **What is harmful online behaviour?** **Objective**: To recognise and respond to harmful online behaviours. **Knowledge/skill**: Can identify different types of harmful online behaviour.

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Compare similarities and differences between families while recognising that each one still provides care and safety. Justify their ideas using examples from the lesson scenarios or their own experience. Lesson 4 - **How can I be a good friend?** **Objective**: To describe what makes a good friend. **Knowledge/skill**: Can suggest what makes a good friend. Can explain how good friends show kindness and respect. Can describe how good friendships make people feel included and safe. **Vocab**: friendship, inclusive, qualities **Adaptive teaching:** Use the Resource: Sentence starters when writing during the Activity: Friendship chain in the Main event. Work with a partner or an adult during the Activity: Friendship chain. **Assessment:** **Exp -** Suggest qualities that make someone a good friend, such as kindness, respect and including others. Explain how friends can show kindness and respect through their words and actions. Recognise how good friendships help people feel safe and included.	Describe how to cross safely at different road crossings, including stopping at the kerb and using traffic lights correctly. Explain simple strategies to stay safe when walking, cycling or scooting. **GD –** Justify the safest next step by comparing more than one possible action for the same road scenario. Explain how visibility and distractions change the level of risk and suggest precise actions to reduce that risk. Lesson 4 - Why can water be dangerous? **Objective**: To explain how to stay safe in, on and around water. **Knowledge/skill**: Can identify hazards in different water settings. Can explain why these water hazards are dangerous. Can recognise common water safety signs. Can describe safe actions to take if I feel unsafe or if someone is in danger in water. **Vocab**: bank, current, depth, drowning, Lifeguard, open water, temperature, tide **Adaptive teaching:**	**Vocab**: private information, risk, scam **Adaptive teaching:** Prompt to eliminate the least safe option first. Use the Resource: Handling money online as a prompt throughout the lesson. **Assessment:** **Exp -** Identify risks when spending money online. Explain why an online purchase might be risky. Suggest ways to make safer decisions when spending money online. **GD –** Justify why one choice is safer than another in the online scenarios. Explain how a choice could reduce the risk when spending money online. Suggest an additional way to keep money safe in each scenario and explain why it would be effective. Lesson 5 - **How do people keep money safe?** **Objective**: To explain how money can be kept safe online and offline. **Knowledge/skill**: Can identify when money might be at risk online or offline. Can describe ways to keep money safe. Can explain how a chosen strategy could reduce the risk.	Can describe how online behaviours can affect people's feelings and wellbeing. Can describe how to safely respond to harmful online behaviour. **Vocab**: block, harmful, online bullying, report, upstander **Adaptive teaching:** Use the Resource: Social story to process information about harmful online behaviours by reading it before, during or after the lesson. Use the appropriate responses on the Activity: Responses to harmful online behaviour to support writing in the Activity: Mariya's online experience. **Assessment:** **Exp -** Identify different types of harmful online behaviour. Describe how online behaviours can affect people's feelings and wellbeing. Describe how to safely respond to harmful online behaviour. **GD –** Distinguish between short-term and long-term impacts of online bullying. Evaluate different responses to harmful online behaviour and justify which response would be most appropriate. Lesson 5 - **Does what we post online matter?**

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GD – Describe inclusive behaviours that help others feel part of the group. Make connections between good friendship actions and how these actions make friends feel. Lesson 5 - **How can we repair a friendship after a falling-out?** **Objective**: To explore fair ways to respond after a falling-out with a friend. **Knowledge/skill**: Can identify why people sometimes fall out. Can say why apologising and discussing feelings can be helpful after people fall out. Can suggest fair ways to sort out a falling-out with a friend. **Vocab**: disagree, falling-out, fair, unkind **Adaptive teaching:** Use the Resource: Discussion starters during their discussions in the lesson. Act out the scenario first before choosing the best way to solve the falling-out fairly during the Main event. **Assessment:** **Exp -** Identify why fall-outs might happen and that they are a normal part of friendship. Suggest fair and respectful ways to respond during or after a disagreement.	Find one hazard only from the cards in the Activity: Hazard, danger, action cards and then move to the next card. Use the three-step safety structure to explain risks clearly by repeating the sentence starters, 'I spotted… This is dangerous because… A safe action is…' **Assessment:** **Exp -** Identify hazards in different water settings, including less visible risks such as depth, current, tide and temperature. Explain why water hazards are dangerous, for example, how deep water, strong currents or cold temperatures can cause harm. Recognise common water safety signs and explain what they are warning people about. Describe safe actions to take if someone is in danger in water, including getting help straight away, using something that floats, such as a ball or branch, not entering the water, calling 999 and speaking clearly to the operator. **GD –** Explain how the same hazard can be more or less dangerous in one water setting than another, for example, how current and depth in a river or tide at the coast can change what a safe action looks like. Justify the safest action by comparing more than one possible response for the same scenario, including explaining why	**Vocab**: private information, risk **Adaptive teaching:** Focus on one scenario at a time and identify whether the risk is online or offline before considering how to reduce it. Use the Activity: Money scenarios: support version and tick the most relevant strategy. Rehearse their explanation with a partner using the sentence starter: 'This would keep the money safer because…' **Assessment:** **Exp -** Identify when money may be at risk in online or offline scenarios. Describe one or more suitable ways to keep the money safe. Choose a relevant strategy and explain how it could reduce the identified risk. **GD –** Explain why one strategy alone may not sufficiently reduce all the risks in a scenario. Compare two suitable strategies and justify which should be used first. Suggest additional situations where each strategy from the toolkit could be used and explain why it would be suitable. Lesson 6 - **What are the risks of gambling?**	**Objective**: To understand how what we share online can affect ourselves and others. **Knowledge/skill**: Can recognise that online posts can spread and be hard to control. Can explain how online behaviour can affect reputation. Can suggest responsible choices when posting online. **Vocab**: digital footprint, online reputation **Adaptive teaching:** Identify which statements are facts or myths in the Attention grabber by writing 'F' for fact and 'M' for myth next to each statement. Use the sentence starters on the Activity: Online detectives (support) to support writing. Have own set of online profiles from the Resource: Online profiles to work through instead of moving around the carousel. **Assessment:** **Exp -** Recognise that online posts can spread and be hard to control. Explain how online behaviour can affect reputation. Suggest responsible choices when posting online. **GD –** Rewrite myths about online sharing into facts.

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Explain why listening, talking and saying sorry are helpful when repairing a friendship. **GD –** Explain how small disagreements can grow if not resolved. Evaluate fair and unfair responses in different friendship scenarios. Suggest or model calm, balanced ways to repair friendships that show empathy and respect for both people involved. Lesson 6 - **What are the different types of bullying?** **Objective**: To identify what bullying is and how it might make someone feel. **Knowledge/skill**: Can identify different types of bullying. Can describe how bullying might make someone feel. Can explain what to do if it happens, such as telling a trusted adult. **Vocab**: bullying, physical bullying, online bullying, unfair, verbal bullying **Adaptive teaching:** Use the Resource: Emotions and feelings cards during their discussions in the lesson. Talk with their partner first before sharing with the class during class discussions. Use one of the headings from the Presentation: Types of bullying as a	some actions are unsafe even if they seem helpful. Lesson 5 - What drugs are safe or unsafe? **Objective**: To explain when drugs and medicines can be helpful or harmful. **Knowledge/skill**: Can recognise when medicines can be helpful and when they can be harmful. Can describe situations when a helpful medicine could be harmful. Can recognise that alcohol and smoking or vaping are legal for adults but illegal for children. **Vocab**: alcohol, cigarettes, drugs, illegal, legal, medicine, misuse, vape **Adaptive teaching:** Start with four items to sort on the Carroll diagram and then add more later. Sort pictures from the Resource: What am I? rather than words for their Carroll diagram. Use the talking frame on slide 2 of the Presentation: Carroll diagram to explain why an item belongs in a category. Use the Resource: What am I? question cards to have a bank of questions to choose from during the 'What am I?' activity. **Assessment:**	**Objective**: To recognise the risks of gambling. **Knowledge/skill**: Can explain what gambling is. Can recognise different forms of gambling. Cn describe some possible risks and consequences of gambling. **Vocab**: bet, chance, consequence, gambling, lottery, scratch card **Adaptive teaching:** Work with a reduced selection of risk cards when completing the Activity: Diamond nine. Use Resource: Sentence starters to explain their thinking in the Main event. Compare two cards at a time from the Activity: Diamond nine using the sentence starter: "This may be more serious because…" **Assessment:** **Exp -** Explain what gambling is and recognise some different forms of gambling. Identify possible risks and consequences associated with gambling. Arrange risks according to their possible seriousness and give reasons for their decisions. **GD -** Compare gambling-related risks by considering the severity, duration and wider impact of their possible consequences.	Suggest how inappropriate online posts could be changed into more appropriate posts. Lesson 6 - **How does being online make me feel?** **Objective**: To recognise the impact of online experiences on wellbeing and how to respond positively. **Knowledge/skill**: Can assess how online experiences can affect people's feelings. Can recognise how these feelings can influence behaviour. Can suggest ways to manage my online use. **Vocab**: influence, wellbeing **Adaptive teaching:** Use the Resource: Emotions and feelings poster to support them in identifying feelings in the Activity: Online experiences. Match up the cards to create three chains using the Activity: Chains (support). Use the Resource: Strategy cards as a prompt when discussing how to break the chain on slide 5 of the Presentation: Feelings and behaviour. **Assessment:** **Exp -** Evaluate how online interactions can affect feelings.

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scaffold when grouping bullying examples in the Main event. **Assessment:** **Exp -** Recognise that bullying is repeated, intentional behaviour that causes harm. Identify different types of bullying, including physical, verbal and online. Describe how bullying can make people feel and what to do if it happens, such as telling a trusted adult. **GD –** Explain the difference between one-off unkindness and bullying. Reflect on how bullying can affect someone's feelings, friendships and sense of safety.	**Exp -** Recognise when medicines can be helpful and when they can be harmful. Describe how a helpful medicine could become harmful, for example, if the wrong person takes it, too much is taken or it is taken for the wrong reason. Recognise that alcohol and smoking or vaping are legal for adults but illegal for children. **GD –** Justify when the same medicine could be helpful in one situation but harmful in another by explaining how who uses it, how much they use and why they are using it changes the risk. Suggest precise safe actions that reduce harm, for example, only taking medicines given by a trusted adult or health professional and following directions on the label. Lesson 6 - **How can I prevent accidents?** **Objective**: To recognise hazards and explain how thinking ahead reduces risk. **Knowledge/skill**: Can identify hazards in different scenarios. Can explain how planning ahead can help keep us safe. Can suggest ways to reduce or remove risks.	Explain how risks and consequences can be connected in different ways. Justify their ranking clearly and respond thoughtfully to alternative viewpoints.	Recognise how these feelings can influence behaviour. Suggest ways to manage my online use. **GD -** Suggest how online experiences can affect someone in the short term and long term. Explain and justify why some strategies are more effective than others to manage online use.

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	Vocab: flammable, hazard, plan, prevent, risk **Adaptive teaching:** Use the park scene from the Resource: Location pictures to identify hazards rather than select a new scene. Use the Activity: Safety letter planner (support version) to structure their letter by completing sentence starters. Record their ideas as an audio or typed version to focus on identifying hazards and actions. **Assessment:** **Exp -** Identify hazards in different scenarios and group them into types, for example, fire, electrical, trips and slips and harmful products. Explain how thinking ahead can help keep people safe by noticing warnings such as labels, symbols and safety instructions before an accident happens. Suggest ways to reduce or remove risks by choosing safe actions, including making simple changes or telling an appropriate adult or person in charge. **GD -** Justify which action would reduce risk most effectively by comparing more than one possible change for the same scenario. Explain how thinking ahead reduces risk by linking a hazard, a possible danger and a safe action.		

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Spring 1 – Theme Peace – Love thy neighbour Day/ World Religion Day/ Internet Safety Day/ 2nd Charity event

Y3 – Were Romans a force for good?	Y4 – The Vikings were they invaders or settlers?	Y5 – What was the impact of WW2 on British people?	Y6 – How can we stand up for injustice?
The online world: How can we decide what to trust online Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -** Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Connecting with others: How can we respect each other?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -** Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Connecting with others: Why are healthy relationships important?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -** Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Connecting with others: What does it mean to stand up for myself and others?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -** Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**

Spring 2 – Theme Food and Health – Science week

Y3 – How can I use the environment to keep my mind and body healthy?	Y4 – Roaches and Rainforests – Are traditional lifestyles at risk?	Y5 – How can renewable energy aid health?	Y6 – What is the cost of food on our plate?
My healthy self: How can I take care of my mind and body?	**Growing up: How will my body and emotions change as I grow up?**	**My healthy self: How can I support my mind and body as I grow?**	**My healthy self: How do my choices today shape my future**

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Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -** Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -** Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -** Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -** Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**

Summer 1 – Theme Leaders and Voice – National numeracy day/ Swimming lessons

Y3 – Did the Anglo-Saxons build on the Romans?	**Y4 – How did Ancient Egypt contribute to the world?**	**Y5 – How did the Ancient Greeks contribute to the modern world?**	**Y6 – How has leadership changed since the Tudors?**
Citizenship: What rights and responsibilities do we have? Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**The online world: How can we decide what to trust online?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**The online world: How am I influenced by what I see online?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Citizenship: How can we protect everyone's rights?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**

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Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**

Summer 2 – Theme Travel and Education – Road and railway safety/ puberty sessions/ 3rd Charity Event

Y3 – How can expeditions contribute to our understanding of the world?	**Y4 – How did Joshua Wedgewood inspire others?**	**Y5 – Is education a universal right of the child?**	**Y6 – How did the Maya civilisation compare to the Anglo-Saxons?**
Citizenship: What careers do people choose and why? Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Citizenship: How can I spend money responsibly?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Growing up: How can I manage the changes to my body and emotions as I grow up?** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**	**Sex education: How do people become parents and carers?/Additional first aid** Lesson 1 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:** **Exp -** **GD -**
Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:**	Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:**	Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:**	Lesson 2 - **Objective**: **Knowledge/skill**: **Vocab**: **Adaptive teaching:** **Assessment:**

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Exp - **GD -**	**Exp -** **GD -**	**Assessment:** **Exp -** **GD -**	**Exp -** **GD -**