RSHE (PSHE) Key Stage 1

Curriculum map
1. Philosophy

Six underlying attributes at the heart of Oak’s curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.
2. Units

KS1 RSHE (PSHE) is formed of 8 units and this is the recommended sequence:

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Recommended year group</th>
<th>Number of lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Me, you and us!</td>
<td>Year 1, Year 2</td>
<td>6</td>
</tr>
<tr>
<td>2  Forever friends</td>
<td>Year 1, Year 2</td>
<td>4</td>
</tr>
<tr>
<td>3  Happy Families</td>
<td>Year 1, Year 2</td>
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</tr>
<tr>
<td>4  I know my rights!</td>
<td>Year 1, Year 2</td>
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<tr>
<td>5  Stop the spread!</td>
<td>Year 1, Year 2</td>
<td>4</td>
</tr>
<tr>
<td>6  It's OK not to be OK!</td>
<td>Year 1, Year 2</td>
<td>5</td>
</tr>
<tr>
<td>7  Stop, think, stay safe!</td>
<td>Year 1, Year 2</td>
<td>3</td>
</tr>
<tr>
<td>8  Lockdown capsule</td>
<td>Year 1, Year 2</td>
<td>6</td>
</tr>
</tbody>
</table>
# Unit 1 Me, you and us!

<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson question</th>
<th>About the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All about me</td>
<td><strong>Pupils will learn</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• By the end of this lesson, pupils will be able to use an enchanted mirror that looks at a person's personality. They will list special things about themselves.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Equipment</strong></td>
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<tr>
<td></td>
<td></td>
<td>• You will need two different coloured pens: black or blue and another coloured pen, such as green or red.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objective: to identify special things about themselves.</td>
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<tr>
<td></td>
<td>One big family</td>
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<td>---</td>
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<tr>
<td><strong>Pupils will learn</strong></td>
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<td><strong>Pupils will learn</strong></td>
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<tr>
<td></td>
<td>By the end of this lesson, pupils will show their understanding by creating a paper doll chain with key words highlighting similarities and differences.</td>
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<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td><strong>Equipment</strong></td>
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<tr>
<td></td>
<td>You will need two different coloured pens: black or blue and another coloured pen, such as green or red.</td>
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<tr>
<td><strong>Essential additional subject-specific information</strong></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
</tbody>
</table>
|   | Objective: to describe similarities and differences between themselves and others. |   | Objective: to identify groups they belong to.
### 4. Team player

#### Pupils will learn
- By the end of this lesson, pupils will be able to create a 'job sheet' for specific roles within a group e.g. leader, member, friend.

#### Equipment
- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

#### Essential additional subject-specific information
- Objective: to identify roles within a group.

### 5. Community care

#### Pupils will learn
- By the end of this lesson, pupils will be able to describe a good and bad experience they have had within a group e.g. being left out and add solutions. They will be able to identify highs and lows of being in a group.

#### Equipment
- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

#### Essential additional subject-specific information
- Objective: to describe what it's like being part of a group.
Pupils will learn

- By the end of this lesson, pupils will be able to create a memory pot with things you have experienced within a group e.g. special people, special places. They will be able to identify the highlights of being part of a group.

Equipment

- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

Essential additional subject-specific information

- Objective: to explain what is special about groups they belong to.
### Unit 2 Forever friends

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<th>Lesson number</th>
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<th>About the lesson</th>
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<tr>
<td>1.</td>
<td>Who am I?</td>
<td>Pupils will learn</td>
</tr>
</tbody>
</table>

- By the end of this lesson, pupils will be able to draw their perfect friend and include good traits e.g. listening, caring, sharing etc. They will realise every action has a consequence, both positive and negative.

**Equipment**
- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

**Essential additional subject-specific information**
- Objective: to recognise their actions can affect others.
## 2. That's not fair

**Pupils will learn**

- By the end of this lesson, pupils will be able to sort scenarios into fair and unfair e.g. sharing toys (fair), leaving someone out of a game (unfair). They will know the difference between kind and unkind acts.

**Equipment**

- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

**Essential additional subject-specific information**

- Objective: to identify what is fair and unfair.

## 3. Forever friends

**Pupils will learn**

- By the end of this lesson, pupils will be able to describe how to respond, who to tell and what to say. They can identify unkind traits and know how to deal with them.

**Equipment**

- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

**Essential additional subject-specific information**

- Objective: to identify when people are being unkind to them or others.
4. **Listening ears**

**Pupils will learn**
- By the end of this lesson, pupils will be able to:
  - know the rules of a good listener
  - use good listening skills when working and playing with others cooperatively
  - develop strategies to resolve a simple argument.

**Equipment**
- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

**Essential additional subject-specific information**
- Objective: to develop strategies to listen to others.
### My special people

**Pupils will learn**

- By the end of this lesson, pupils will be able to:  
  - identify their special people (parent, carer, grandparent, relatives, friends, teachers)  
  - draw around their hand and write their special people on each finger.  
  - list how special people care for them (cook, clean, clothes that fit, take them to nice places).

**Equipment**

- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

**Essential additional subject-specific information**

- Objective: to identify their special people and how they care for them.

**Guidance warnings**

- Contains subject matter which individuals may find upsetting.
My family network

Pupils will learn

- By the end of this lesson, pupils will be able to create a safety pod with information on whom they can ask for help. They can identify key people who will help and how.

Equipment

- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

Essential additional subject-specific information

- Objective: to identify who they can ask for help.

Guidance warnings

- Contains subject matter which individuals may find upsetting.
3. **My special circles**

**Pupils will learn**
- By the end of this lesson, pupils will be able to identify groups and how they feel being part of a group. They will create circles, naming groups they belong to e.g. class, school, sports.

**Equipment**
- You will need two different coloured pens: black or blue and another coloured pen, such as green or red.

**Essential additional subject-specific information**
- Objective: to identify groups that they belong to.

**Guidance warnings**
- Contains subject matter which individuals may find upsetting.

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4. **One big family**

**Pupils will learn**
- By the end of this lesson, pupils will be able to create a world filled with different families and know this is OK.

**Essential additional subject-specific information**
- Objective: to identify how families are different.

**Guidance warnings**
- Contains subject matter which individuals may find upsetting.
## Unit 4 I know my rights!

<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson question</th>
<th>About the lesson</th>
</tr>
</thead>
</table>
| 1.            | Same or Different      | **Pupils will learn**  
• By the end of this lesson, pupils will be able to:  
  - identify the differences and similarities between people  
  - show tolerance towards people with differences to them  
  - create a Venn diagram about themselves and another person.  

**Essential additional subject-specific information**  
• Objective: to identify and respect the differences and similarities between people. |
| 2.            | We have rights         | **Pupils will learn**  
• By the end of this lesson, pupils will:  
  - know their rights  
  - understand the importance of sharing and returning things that are borrowed  
  - create a roll on the wall to demonstrate their understanding.  

**Essential additional subject-specific information**  
• Objective: to understand that we all have rights. |
3. **We are all responsible**

**Pupils will learn**
- By the end of this lesson, pupils will be able to:
  - recall our rights
  - know our responsibilities
  - understand how to protect others' bodies and feelings
  - add new learning to the roll on the wall from the previous week.

**Essential additional subject-specific information**
- Objective: to understand that we all have responsibilities.

4. **Stand up to bullying**

**Pupils will learn**
- By the end of this lesson, pupils will:
  - identify what bullying means
  - know strategies against bullying
  - know who to report bullying to and how to help
  - create a leaflet, poster, screenplay or comic strip about anti-bullying.

**Essential additional subject-specific information**
- Objective: to develop strategies to resist teasing or bullying.
## 5. Safety first

**Pupils will learn**
- By the end of this lesson, pupils will be able to:
  - identify online safety rules
  - explain how to be responsible online
  - create a rhyme, poem, slogan or quote to help people remember the safety tips.

**Essential additional subject-specific information**
- Objective: to understand rules of keeping safe online.

## 6. Online Heroes

**Pupils will learn**
- By the end of this lesson, pupils will be able to:
  - recall the safety tips
  - recognise when to say 'yes', 'no', 'I'll ask' and 'I'll tell'
  - create a poster about online rules.

**Essential additional subject-specific information**
- Objective: to know how to keep yourself and others safe online.

**Guidance warnings**
- Contains subject matter which individuals may find upsetting.
## Unit 5 Stop the spread!

<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson question</th>
<th>About the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Health hero!</td>
<td><strong>Pupils will learn</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• By the end of this lesson, pupils will know the benefits of: physical activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- rest - healthy eating - dental health.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• They will create a video or instructions about one of the following: 1. Physical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>activity (exercises, games) 2. Rest (yoga, meditation) 3. Dental health (brushing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>teeth).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objective: to understand how to maintain a healthy lifestyle.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Healthy hands are happy hands</td>
<td><strong>Pupils will learn</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• By the end of this lesson, pupils will: know how to maintain personal hygiene</td>
</tr>
<tr>
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<td></td>
<td>- understand the importance of handwashing - know how to avoid the spreading of</td>
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<td></td>
<td></td>
<td>bacteria and viruses - carry out science experiment to show why soap is important.</td>
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<td></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objective: to understand the importance of and how to maintain personal hygiene.</td>
</tr>
</tbody>
</table>


### 3. Catch it, bin it, kill it!

**Pupils will learn**
- By the end of this lesson, pupils will know: 
  - know some diseases
  - how some diseases can be spread
  - how to control this spread
  - create a poster informing people how to stop the spread.

**Essential additional subject-specific information**
- Objective: to understand how some diseases are spread and can be controlled.

### 4. Helpful but harmful

**Pupils will learn**
- By the end of this lesson, pupils will be able to: 
  - name some household products
  - name some medicines
  - identify if something is safe
  - recognise some signs and symbols
  - design packaging for a new medicine or household product with safety tips.

**Essential additional subject-specific information**
- Objective: to understand that household products and medicines can be harmful.
# Unit 6 It's OK not to be OK!

<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson question</th>
<th>About the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Feeling good</td>
<td><strong>Pupils will learn</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• By the end of this lesson, pupils will - know different ways to communicate their feelings - recognise how others are feeling - know some ways to respond to others feelings - know some ways to respond to others feelings - identify how the people are feeling in the pictures - explain how you would respond to them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objective: to be able to communicate feelings and respond to others.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Cool down corner</td>
<td><strong>Pupils will learn</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• By the end of this lesson, pupils will: - identify good and not so good feelings - develop a vocabulary to describe their feelings to others - develop simple strategies for managing feelings - create a cool down corner - label your items with a short explanation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objective: to be able to recognise and manage different feelings.</td>
</tr>
</tbody>
</table>
3. Turn things around

**Pupils will learn**
- By the end of this lesson, pupils will:  
  - know the different types of bullying (physical, emotional and mental)  
  - understand that all types of bullying are not acceptable  
  - know bullying can also be online  
  - remember that they are a joy from inside out and angry is bullying sadness  
  - write to Angry to stop him bullying  
  - write to Sadness to comfort her.

**Essential additional subject-specific information**
- Objective: to recognise different types of bullying.

4. Don't worry about a thing

**Pupils will learn**
- By the end of this lesson, pupils will be able to:  
  - name people who could help you  
  - know different ways to ask people for help  
  - create a poster informing children about who they could ask for help and how.

**Essential additional subject-specific information**
- Objective: to know who to go to if they are worried about themself or others.
Keep calm and carry on

Pupils will learn

- By the end of this lesson, pupils will:
  - know ways of keeping calm
  - identify materials you find relaxing
  - identify activities that make you feel calm and relaxed
  - list materials or items that make you happy
  - design an item with labels
  - make the item

Essential additional subject-specific information

- Objective: to be able to design an object to help manage their feelings.
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson question</th>
<th>About the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A private life is a happy life</td>
<td>Pupils will learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- By the end of this lesson, pupils will: - know the meaning of privacy - understand rights to keep things private - know the importance of respecting others' privacy - sort statements into private and things they can share.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essential additional subject-specific information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Objective to: understand what is meant by 'privacy'.</td>
</tr>
<tr>
<td>2.</td>
<td>Surprise!</td>
<td>Pupils will learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- By the end of this lesson, pupils will: - understand what a secret is - understand what a nice surprise is - know the importance of not keeping secrets that make them feel negative feelings - write a secret that they would tell their best friend or a family member and put it in an envelope for them - write a nice surprise that they would like to do for someone and give it to someone who can help you.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essential additional subject-specific information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Objective to: understand the difference between keeping secrets and nice surprises.</td>
</tr>
</tbody>
</table>
3. Local heroes

Pupils will learn

- By the end of this lesson, pupils will be able to:
  - name people who are special people that work in our community
  - identify who looks after them and protects them
  - identify how they are protected
  - match the 'special people' with their equipment that they need to help people
  - write a short explanation of what each of them do.

Essential additional subject-specific information

- Objective to: identify the special people who work in our community.
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson question</th>
<th>About the lesson</th>
</tr>
</thead>
</table>
| 1.            | To know why effective handwashing is important | Pupils will learn  
  - By the end of the lesson, pupils will create a poster for effective handwashing.  
  
  **Essential additional subject-specific information**  
  - Objective: to understand the importance of effective handwashing. |
| 2.            | Playing together but apart | Pupils will learn  
  - By the end of the lesson, pupils will create their own playground game.  
  
  **Essential additional subject-specific information**  
  - Objective: to understand the new playground games we can play amidst COVID-19. |
| 3.            | My lockdown feelings | Pupils will learn  
  - By the end of the lesson, pupils will create a happiness jar.  
  
  **Essential additional subject-specific information**  
  - Objective: to understand our feelings during lockdown. |
<table>
<thead>
<tr>
<th></th>
<th>4. Agony Aunt</th>
<th>Pupils will learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• By the end of the lesson, pupils will create their own thought-stopping strategies based on Aunt Aggy's advice.</td>
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<td></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objective: to share worries you may have from lockdown.</td>
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<tr>
<th></th>
<th>5. Make kindness count</th>
<th>Pupils will learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Complete random acts of kindness to make themselves and others feel better about Covid-19.</td>
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<td></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objective: to know about random acts of kindness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>6. Eat well; Live well</th>
<th>Pupils will learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• By the end of the lesson, pupils will design and create their own fruit salad, full of healthy fruits.</td>
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<td></td>
<td></td>
<td><strong>Essential additional subject-specific information</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objective: to understand how to create a healthy snack as part of a balanced diet.</td>
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## 4. Learn More

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<td>Safe navigation through the curriculum</td>
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</table>
1. **Introduction to Oak’s RSHE (PSHE) curriculum**

Relationships and Health Education (RHE) helps pupils stay healthy and safe and gives them the personal and social knowledge and skills they need to negotiate life's challenges, opportunities, and risks. The knowledge, skills and attributes taught within the RHE curriculum have a positive impact in improving emotional wellbeing, academic attainment, and preparation for adulthood. There has never been a greater need for this given the impact of the COVID-19 pandemic across the globe. Lessons relating to mandatory RHE are not applicable to EYFS but a broad and balanced provision is offered here which teachers can use according to pupils' needs.

2. **Coherence and flexibility**

There is a balance between coherence with calendared events such as E-Safety Week with the flexibility of being able to use some units in line with existing school plans, depending on individual needs. Topics build year-on-year with increasing complexity and depth. All units are designed to be age and stage appropriate. For example, we have created an additional transition unit for Year 6 pupils in readiness for their secondary school journey.

3. **Interdisciplinary**

The RHE curriculum is interdisciplinary and versatile where key literacy and numeracy skills are interwoven into all planning. It ensures that irrespective of the order of units, pupils will develop subject specific knowledge and skills as they work through the content. The delivery of the lessons and units proposed in this programme will support pupils as they transition back into school life following a prolonged period out of school in the first half of 2020.

4. **Knowledge organisation**

The curriculum for RHE is organised by themes and topics. These include:

- Physical Health
Teachers may also wish to teach lessons on wider non-statutory topics grouped under the heading Living in the Wider World, including Belonging to a Community, Media Literacy and Digital Resilience, and Money and Work.

5. Knowledge selection

This programme supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory Relationships and Health Education (RHE). Curriculum coverage also extends to economic wellbeing, careers and enterprise education. This allows the needs of all children and young people to be met alongside tackling current affairs in real time. This is because unlike many other subjects, much of the specific knowledge taught in this subject can change because of legal changes and medical or technological advances. It is therefore important to ensure that all information used to develop pupils’ knowledge on any aspect of RHE is up to date, accurate, unbiased and balanced.

6. Inclusive and ambitious

The curriculum is differentiated by ensuring all necessary components build appropriately towards composite pieces of work. The use of WAGOLLS (What a good one looks like) demystify the destination in any given lesson – often through colour coding and modelling. This enables the teacher to think aloud and model the success criteria.

7. Building through ratio

Given the limitations of online/remote learning, planning for error and misconception is key to strengthening existing schemata. This corrects or diversifies the connections of an existing schema, thereby helping pupils know more and remember more. It also ensures that new knowledge is broken down, applied and secured in the long term memory before moving on. Having consistent methods of instruction and spaced practice help pupils to focus on what matters most. The use
of the pause at the point of asking probing questions is effective, especially given the limitations of gaining pupil feedback. This enables the teacher to build in space to respond in a range of ways considering different abilities.

8. Motivation through learning

The teacher motivates pupils through aligning both the statutory disciplinary knowledge with well-designed tasks that demonstrate their understanding. We aim to use a broad range of assessment for learning techniques including questioning to address common misconceptions, to drive pupil learning. Introductory quizzes that increase in difficulty give pupils early success in a lesson. Further, WAGOLLs and explicit modelling allow pupils to visualise what success looks like at a granular level, increasing the probability of success for pupils. These combine to increase pupil curiosity and motivation.

9. A curriculum of quality

The curriculum meets statutory requirements and includes some non-statutory elements. It is broad and balanced and contains a golden thread throughout each unit of work, where the teacher can explicitly show how each lesson is connected. This also provides the teacher with opportunity to draw out other qualities such as leadership and empathy. The golden thread helps pupils to deepen and retain their knowledge, skills and understanding. Rigour is achieved by ensuring that the content is accurate and demanding for pupils and is modelled and sequenced to promote effective learning. The teacher does this through modelling with clearly modelled outcomes and success criteria and in doing so, creates the roadmap for success in an explicit and stepped manner.

10. Safe navigation through the curriculum

Units that include topics that could be sensitive, especially given the challenges COVID-19 has posed, have been prefaced with a note and recommendation for a parent or carer to support during those lessons. Schools must ensure vulnerabilities within their respective contexts are identified and support provided as appropriate. For Oak, these are clearly labelled in the lesson introduction.

11. Unit prior knowledge requirements

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Prior knowledge required</th>
</tr>
</thead>
</table>

Me, you and us!

Understanding of a family unit

Forever friends Happy Families

Links to belonging covered in EYFS.

I know my rights!

An understanding of their self-identity and self-worth.

Healthy isn’t a goal; it’s a lifestyle

To show understanding of healthy/ unhealthy lifestyles and how the two affect us

Stop the spread

Linked to EYFS unit, Squeaky clean. A basic understanding of hygiene and how viruses spread.

It’s ok not to be ok

To be aware of our surroundings and know we play a part in keeping ourselves safe.

Stop, think, stay safe!

Lockdown Capsule

To be able to express and internalise our own feelings during this lockdown period.

12. Themes across the curriculum

Theme: Families and Friendships (Relationships)

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Lesson title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – Me, you and us!</td>
<td>One big family</td>
</tr>
<tr>
<td>Unit 1 – Me, you and us!</td>
<td>My hobbies</td>
</tr>
</tbody>
</table>
Unit 1 – Me, you and us!
Team player

Unit 1 – Me, you and us!
Community care

Unit 1 – Me, you and us!
Belonging

Unit 2 - Forever friends
Who am I?

Unit 2 - Forever friends
That’s not fair!

Unit 2 - Forever friends
Forever friends

Unit 2 - Forever friends
Listening ears

Unit 3 - Happy Families
My special people

Unit 3 - Happy Families
My family network

Unit 3 - Happy Families
My special circles

Unit 3 - Happy Families
One big family

Unit 4 - I know my rights!
Same or different?

Unit 4 - I know my rights!
We have rights!

Unit 4 - I know my rights!
Stand up to bullying!

Unit 7 - Stop, think, stay safe!
Say no!
<table>
<thead>
<tr>
<th>Unit title</th>
<th>Lesson title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2 - Forever Friends</td>
<td>Who am I?</td>
</tr>
<tr>
<td>Unit 2 - Forever Friends</td>
<td>That's not fair!</td>
</tr>
<tr>
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<tr>
<td>Unit 2 - Forever Friends</td>
<td>Listening ears</td>
</tr>
<tr>
<td>Unit 3 - Happy Families</td>
<td>My special people</td>
</tr>
<tr>
<td>Unit 4 - I know my rights!</td>
<td>We are all responsible!</td>
</tr>
<tr>
<td>Unit 4 - I know my rights!</td>
<td>Stand up to bullying!</td>
</tr>
<tr>
<td>Unit 4 - I know my rights!</td>
<td>Safety first!</td>
</tr>
<tr>
<td>Unit 4 - I know my rights!</td>
<td>Online heroes</td>
</tr>
<tr>
<td>Unit 6 - It's OK not to be OK</td>
<td>Understanding adults</td>
</tr>
</tbody>
</table>
Unit 7 - Stop, think, stay safe!

A private life is a happy life

Surprise!

Say no!

**Theme: Respecting Ourselves and Others (Relationships)**

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<tr>
<th>Unit title</th>
<th>Lesson title</th>
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</thead>
<tbody>
<tr>
<td>Unit 1 – Me, you and us!</td>
<td>All about me</td>
</tr>
<tr>
<td>Unit 1 – Me, you and us!</td>
<td>My hobbies</td>
</tr>
<tr>
<td>Unit 1 – Me, you and us!</td>
<td>Team player</td>
</tr>
<tr>
<td>Unit 1 – Me, you and us!</td>
<td>Community care</td>
</tr>
<tr>
<td>Unit 1 – Me, you and us!</td>
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</tbody>
</table>
Unit 3 - Happy Families
My family network

Unit 3 - Happy Families
My special circles

Unit 3 - Happy Families
One big family

Unit 4 - I know my rights!
Same or different?

Unit 4 - I know my rights!
We have rights!

Unit 4 - I know my rights!
Stand up to bullying!

Unit 4 - I know my rights!
Safety first!

Unit 4 - I know my rights!
Online heroes

Unit 6 - It's OK not to be OK
There's always a way to turn things around.

Unit 7 - Stop, think, stay safe!
Local heroes

Theme: Belonging to a community (Living in the Wider World)

Unit title | Lesson title
--- | ---
Unit 1 – Me, you and us! | One big family
Unit 1 – Me, you and us! | My hobbies
Unit 1 – Me, you and us!

Team player

Community care

Belonging

Unit 2 - Forever friends

Who am I?

Unit 3 - Happy Families

My special people

My special circles

One big family

Unit 4 - I know my rights!

Same or different?

We have rights!

We are all responsible!

Stand up to bullying!

Unit 6 - It's OK not to be OK

Understanding adults

Unit 7 - Stop, think, stay safe!

Local heroes

Theme: Media Literacy and Digital Resilience (Living in the Wider World)
<table>
<thead>
<tr>
<th>Unit title</th>
<th>Lesson title</th>
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<tbody>
<tr>
<td>Unit 4 - I know my rights!</td>
<td>Safety first!</td>
</tr>
<tr>
<td>Unit 4 - I know my rights!</td>
<td>Online heroes</td>
</tr>
<tr>
<td>Unit 6 - It's OK not to be OK</td>
<td>There's always a way to turn things around.</td>
</tr>
<tr>
<td>Unit 7 - Stop, think, stay safe!</td>
<td>Say no!</td>
</tr>
</tbody>
</table>

**Theme: Money and Work (Living in the Wider World)**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Lesson title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 7 - Stop, think, stay safe!</td>
<td>Local heroes</td>
</tr>
</tbody>
</table>

**Theme: Physical Health and Mental Wellbeing**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Lesson title</th>
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<tbody>
<tr>
<td>Unit 5 - Stop the spread</td>
<td>Health is wealth</td>
</tr>
<tr>
<td>Unit 5 - Stop the spread</td>
<td>Healthy hands are happy hands</td>
</tr>
<tr>
<td>Unit 5 - Stop the spread</td>
<td>Catch it, bin it, kill it!</td>
</tr>
<tr>
<td>Unit 5 - Stop the spread</td>
<td>Helpful but harmful.</td>
</tr>
<tr>
<td>Unit 6 - It's OK not to be OK!</td>
<td>Cool down corner</td>
</tr>
</tbody>
</table>
Unit 6 - It’s OK not to be OK!
Keep calm and carry on

Unit 8 - Lockdown capsule
Effective handwashing

Unit 8 - Lockdown capsule
Playing together but apart

Unit 8 - Lockdown capsule
My lockdown feelings

Unit 8 - Lockdown capsule
Agony aunt

Unit 8 - Lockdown capsule
Eat well; live well

**Theme: Growing and Changing (Health and Wellbeing)**

**Unit title**

Unit 1 - Me, you and us!

Unit 4 - I know my rights!

**Lesson title**

All about me

We are all responsible!

**Theme: Keeping Safe (Health and Wellbeing)**

**Unit title**

Unit 4 - I know my rights!

Unit 4 - I know my rights!

**Lesson title**

We are all responsible!

Stand up to bullying!
Unit 4 - I know my rights!

Unit 4 - I know my rights!

Unit 5 - Stop the spread

Unit 7 - Stop, think, stay safe

Unit 7 - Stop, think, stay safe

Safety first!

Online heroes

Helpful but harmful

Say no!

999 what's your emergency?