

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

Year 2 Life skills and values	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Start with Art		Funnels & tunnels		Bee Happy!	
National Curriculum Coverage RSE Solution Scheme of work 1 session a term	Asking for help Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. THIS SESSION SHOULD BE TAUGHT BY THE REGULAR CLASS TEACHER AND BE SURE TO EXPLAIN SCHOOL SAFETY PROCEDURES.	My rights & responsibilities Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond. THIS SESSION SHOULD BE TAUGHT BY THE REGULAR CLASS TEACHER AND BE SURE TO EXPLAIN SCHOOL SAFETY PROCEDURES.	My relationships Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.	My beliefs Pupils can identify the ways in which people and families are unique, understanding there has never been or will be another them.	My feelings Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.	My body Pupils can recognise how they grow and will change as they become older. THIS SESSION SHOULD BE TAUGHT BY THE REGULAR CLASS TEACHER AND BE SURE TO EXPLAIN SCHOOL SAFETY PROCEDURES.
Lesson Objectives + Concepts	1. To know what a surprise is 2. To know what a secret is (something deliberately kept from someone) 3. To know I can tell someone if I am asked to keep something a secret and I feel uncomfortable about it.	1. To know that there are different types of touch 2. To understand that people need personal space. 3. To understand that some touches are unsafe and to know how to respond to these.	1. To be able to say what bullying is. 2. To think about how being bullied makes someone feel. 3. To be able to talk about what to do if I or someone I see is being bullied.	1. To be able to write some things that make them unique. 2. To know their family is different to other peoples. 3. To be able to say what makes the people in their family special.	1. To think about my own self-esteem. 2. To consider what my skills and strengths are. 3. To set a goal for myself.	1. To know how a baby grows. 2. To know how I have grown and changed. 3. To know how I might change as I get older.
Knowledge taught	◆ what a surprise is (something nice that someone finds out about eventually.) ◆ what a secret is (something deliberately kept from someone) ◆ who I can tell if I feel uncomfortable about a secret.	◆ Touch can be nice but it sometimes might not be nice or might even hurt. E.g. hug, kiss, tickle, kick, punch ◆ Personal space is the amount of space around us that makes us feel comfortable or uncomfortable ◆ It is never okay for someone to touch our 'private parts'	◆ That bullying is a bad thing to do ◆ That bullying upsets people ◆ That bullying is unkindness that is repeated.	◆ that there are lots of different types of families ◆ That they are unique and that is a good thing	◆ That self-esteem is how you feel about yourself. ◆ That giving a compliment to someone is kind. ◆ That it is good to have a goal to aim for.	◆ That a foetus is what we call the baby that is growing inside the mummy. ◆ That we started as an egg. ◆ That we change in size as we grow ◆ That the things we can do change as we grow.
Skills used	Listening, Responsibility, trust	Empathy	Observation, empathy	Comparing, contrasting empathy	Self-reflection, positivity	Sequencing, observation
Vocabulary to be retained	Secret Surprise Comfortable Uncomfortable	Safe touch Unsafe touch naked Personal space Privacy Private parts	Bullying Unkind feelings	unique	Self-esteem Skills Strengths Goal compliment	Change Grow Vagina Foetus
Prior learning to recall	--	- I know that I am special. (Y1)	- To know we all have different feelings. (EYFS & Y1)	- That we should celebrate what is similar and different about us (Y1)	--	- To name the private parts of the body (Y1)
Useful links		PANTS resources from NSPCC				PANTS resources from NSPCC
Assessment WT ARE GD	- Can I explain what a surprise is? - Can I explain what a surprise and a secret is? - Can I show I know when I need to share a secret and ask for help? - Photos of share the secret/keep the secret activity. - pupil voice	- Can I say/write/draw one form of safe touch? - Can I say/write/draw part/whole of the PANTS mnemonic? - Can I identify safe and unsafe types of touch? - Ch'n produce PANTS picture with mnemonic & picture on. - Circle of support activity - photos of ch in pairs showing safe/unsafe signs.	- Can I explain what bullying is? - Can I say how bullying might make someone feel? - Can I suggest what to do if I or someone I see is getting bullied? - video of role-play - pupil voice	- Can I say the things that make me special? - Can I talk about how my family is special and unique? - Can I identify when someone changes their behavior to fit in? - pupil voice - family tree activity	- Can I share some of my personal strengths/something I am good at? - Can I identify some personal goals? - Can I say how I might try and achieve those goals?	- Can I spot that the pictures are different? - Can I order a sequence of foetal cards? - Can I talk about how I have grown/changed? - Photo of ordering cards - 'Growing up' activity