



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
- E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

PSHE at Raeburn Primary School

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Intent			
High Expectations	Modelling	Vocabulary	Inclusion
All children at Raeburn are expected and able to make progress. We follow a 'Low threshold, high ceiling' approach. Where children need adaptations and scaffolding, this is put in place so progress is enabled for ALL learners.	Teachers have high expectations for all children. They teach the skills needed in PSHE and provide examples and scenarios linked to the topics covered.	We aim to use age appropriate vocabulary that links to specific topic areas. We encourage the children to discuss issues, listen to the opinions of others and role play scenarios.	The needs of all children are supported and catered for in an individualised approach. All children are expected to take part in the lesson through scaffolded support or adapted teaching.
Knowledge and concepts	Skills	British Values	Cultural Capital
Pupils are taught using Pol-Ed planning which has been adapted to suit the needs of our school and community. We use Public Health England data and Crime data to prioritise the areas important to our school. The Pol-Ed lessons are taught across 4 umbrella topics - relationships, keeping safe, understanding the law and wellbeing, ensuring coverage and enabling staff to build upon previous knowledge. We also use the myHappymind scheme of work which is an NHS backed mental health and wellbeing curriculum covering five main units - meet your brain, celebrate, appreciate, relate and engage. Children are also taught specific subject knowledge such as drugs education and SRE for these areas we use the Christopher Winters and other age appropriate resources.	Our PSHE curriculum enables our children to become healthy, safe, independent and responsible members of society who have the confidence to tackle many of the moral, social and cultural issues that are part of growing up.	British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children. <u>Democracy</u> Children are encouraged to debate topics of interest, express their views and make a meaningful contribution. <u>The Rule of Law</u> Children are encouraged to follow the class rules and expectations. During PSHE lessons, they are helped to distinguish right from wrong. <u>Individual Liberty</u> During lessons, children are actively encouraged to make choices knowing they are in a safe and supportive environment. <u>Mutual respect and tolerance</u> Children understand that it is expected that respect is shown to everyone during lessons and around school.	Through the PSHE curriculum, children will discuss a range of issues which they will be able to link to the wider world. Children will be exposed to different opinions and experiences within their PSHE lessons. We support disadvantaged pupils in a range of different ways eg sports clubs.

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
We follow the Pol-Ed curriculum which is a whole school approach that provides a scheme of learning for all year groups. The scheme of work is tailored to suit our school with the children completing a road map of lessons to ensure coverage. Pol-Ed builds upon children's prior learning with relevant content. Children are taught skills to deal with everyday challenges that they may face and are given the opportunities to discuss and practise these skills through discussion and role play. myHappymind lessons are taught weekly covering five main units - meet your brain, celebrate, appreciate, relate and engage. Children in Early Years follow In the moment planning and so topics may come up as part of this. They also may be taught through directed lessons (when appropriate), stories and provision.	Stories are used at appropriate times depending on the topic and age of the children.	Vocabulary is effectively used in all lessons at an age appropriate level.
Inclusion	Assessment	CPD

We have high expectations of all children and expect them to make progress and access lessons. We use adaptive teaching and scaffolding to support learners.	We use the Pol-Ed Passport which provides a structured framework to assess and evidence pupils personal development within PSHE education.	National College Feedback from SIA Deep Dive Subject leads support
Monitoring	Whole School/Parental involvement	Cultural Capital
Subject leader has a timetable to ensure regular monitoring takes place eg book scrutiny, staff questionnaires, pupil voice. Subject leaders have an opportunity to regularly meet with SLT regarding their subject.	Parents were consulted about the changes to RSE and the change of scheme used. They are informed of the content being taught. Children take part in citizenship assemblies and complete a booklet every half term.	Visitors Inspirational figures related to topics
Whole school displays	All classrooms have British Values displays. Subject leader to update whole school displays	

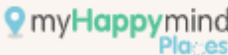
Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
Children are able to talk about what they have been learning in PSHE and use the skills they have learnt in everyday situations eg on the playground.	Children have good knowledge and understanding of the topics covered. This is evident through talking to them, observing them and through their books.	Children are able to use age related vocabulary linked to the PSHE lessons and when discussing Sex and relationships and Drugs and medicines. Children will be able to apply the skills they have learnt in a range of situations in the wider world.	Most children will achieve end of key stage expectations by Year 6. Children talk confidently about their learning and are able to apply good social skills within their year/age group. Children feel safe, calm and happy.

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
EYFS Passport	What are emotions? What is self-worth?	What is empathy? What is resilience?	What is respect?	What is risk?
EYFS	How can I be a good friend? How can I make other children feel happy? How can I play nicely with others? How can adults at school help me?	How can I play safely? How can I keep safe at school? How can I keep safe at home?	What are rules? What are consequences? What can I do if I'm feeling big emotions? Who are the police and how do they help us?	How can I be a germ buster? How does food help me? How does exercise help me?
Year 1	How can I be an ally? How can I make friends? What if my friends are making me feel sad? What is bullying? Why are safe hands important? Why is name calling unkind?	How can I keep safe in new places? How can I speak up? How can I use things at home safely? What is 999? What is private information? Who are my trusted adults?	How can I be responsible? What can happen when rules are broken? What do the police do? Why have different rules in different places?	What makes me special? What do feelings feel like? How can I share my feelings? How can I be an empathy expert?
Year 2	How are we the same? How are we different? How can I work with different people? How do I share family worries? What is a family? Why are relationships important?	How can I keep safe online? What are different types of meetings? What are medicines? What are private body parts? What is fire safety?	What are needs and wants? What is a job? What is money? What is the internet? Why does age matter?	How can I deal with change? What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break? What are the risks of video gaming?
KS1 Passport	What is empathy? What is fact finding?	What is future planning? What is informed decision-making?	What is resilience? What is respect?	What is self-worth? What is risk?

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 3	How should we treat people? What can I do when friendships go wrong? What do we mean by consent in friendships? What is bullying? Who are my key people?	How can I share my worries? What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret?	How can I be a responsible citizen? How do we enforce the law? What are children's rights? What is the law and why do we have it?	What is mental health? What am I good at? How can intense feelings feel? What words can I use to talk about my feelings? How can vaccinations support our health? How does school help me?
Year 4	How can we be role models? What is a healthy friendship? What is discrimination? What is diversity? What is peer influence? Who makes up my community?	How can I keep safe in my local area? How can we keep safe on the road? What are hazards in the home? What is first aid? Who do I encounter?	How can I respect my environment? What are protected characteristics? What can I be? What is hate crime?	How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? How does school build my character? What is my body trying to tell me?
Year 5	How can my adult relationships affect my future? How do words have power? What are my personal boundaries? What are online friendships? What is grooming? What is media influence? What is peer pressure?	How can we keep our things safe? How can we use our phones sensibly? What are deep fakes? What are the risks with money? What do I know about drugs? Why are our special people important? What is media literacy?	How do rules help our community? What can and can't I do on the internet? What is gambling?	What is my personal identity? How might puberty impact the way I feel? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?
Year 6	How can I get ready for secondary relationships? How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority?	How is my data shared? What is spiking? What is the issue with addiction? (Vaping/smoking)? Why does media have age restrictions? Bonfire Night Lesson Halloween Lesson	What different types of crime are there? What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is antisocial behaviour? What is shop theft?	What does adulthood look like? How can I re-frame my thinking? How can I seek support for my mental health? How can I manage moving to high school positively? What is grief?
KS2 Passport	What is empathy? What is fact finding?	What is future planning? What is informed decision-making?	What is resilience? What is respect?	What is self-worth? What is risk?

During the Summer term all children will have a week of SRE lessons and a week of Drug and medicine lessons using Christopher Winters scheme

myHappymind

Reception/P1																	
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Autumn	myHappymind - Meet Your Brain *You can also complete our School Readiness Programme - Ready to Shine.						Targeted Course 			myHappymind - Celebrate							
Spring	myHappymind - Appreciate						myHappymind - Relate						Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.				
Summer	myHappymind - Engage						Buffer										

Year 1/P2

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain				Targeted Course myHappymind Places				Buffer	myHappymind - Celebrate						
Spring	myHappymind - Appreciate		Buffer			myHappymind - Relate		Buffer			Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.					
Summer	myHappymind - Engage		Buffer													

Year 2/P3																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain				Targeted Course myHappymind Places				myHappymind - Celebrate				Buffer			
Spring	myHappymind - Appreciate		Buffer			myHappymind - Relate			Buffer			Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.				
Summer	myHappymind - Engage		Buffer													

Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for **Extra resources:** Additional guides linked to each module containing practical activities.

Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.

Year 3/P4																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain				Targeted Course myHappymind Places				myHappymind - Celebrate				Buffer			
Spring	myHappymind - Appreciate				Buffer		myHappymind - Relate			Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.				
Summer	myHappymind - Engage				Buffer											

Year 4/P5																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - <u>Meet Your Brain</u>				Targeted Course myHappymind Places				Buffer	myHappymind - <u>Celebrate</u>						
Spring	myHappymind - <u>Appreciate</u>				Buffer		myHappymind - <u>Relate</u>			Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.				
Summer	myHappymind - <u>Engage</u>				Buffer											

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	<u>myHappymind - Meet Your Brain</u>					Targeted Course  myHappymind Places			Buffer	<u>myHappymind - Celebrate</u>						
Spring	<u>myHappymind - Appreciate</u>		Buffer		<u>myHappymind - Relate</u>			Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.						
Summer	<u>myHappymind - Engage</u>		Buffer													

Year 5/P6																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain				Targeted Course myHappymind Places				myHappymind - Celebrate							
Spring	myHappymind - Appreciate				Buffer		myHappymind - Relate			Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.				
Summer	myHappymind - Engage				Buffer											

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	<u>myHappymind - Meet Your Brain</u>					Targeted Course  myHappymind Places				<u>myHappymind - Celebrate</u>						
Spring	<u>myHappymind - Appreciate</u>					Buffer		<u>myHappymind - Relate</u>			Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	<u>myHappymind - Engage</u>					Buffer										

Year 6/P7 - Transition at the end of Year

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - <u>Meet Your Brain</u>		myHappymind Places				myHappymind - <u>Celebrate</u>		Buffer							
Spring	myHappymind - <u>Appreciate</u>		Buffer				myHappymind - <u>Relate</u>		Buffer				Buffer weeks can be used to catch up on missed lessons or to consolidate learning. See our Resource Hub for Extra resources: Additional guides linked to each module containing practical activities. Bonus Content: including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	myHappymind - <u>Engage</u>		myHappymind - <u>Be Your Best</u>		myHappymind - <u>Transition Programme</u> (2 sessions a week)				Buffer							

Reception

Family and Friendship

Scheme of Work

Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	Learning Intention To recognise the importance of friendship Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 Caring Friendships	Elephant glove puppet or toy Pictures of children at school
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	Learning Intention To recognise the importance of saying sorry and forgiveness Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 Being Kind	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	Learning Intention To recognise that all families are different Learning Outcomes Identify different members of the family Understand how members of a family can help each other	Lesson 3 Families	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr Families pictures Paper and drawing materials

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)	Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us	Lesson 1 Different Friends	Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils.
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves	Lesson 2 Growing and Changing	Talking object Story bag containing Pictures of newborn babies , Lifecycle picture cards , Lifecycle word cards , Lifecycle whiteboard summary
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)	Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 Families and Care	Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i> , Todd Parr

Year 2

Differences

Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance

Relationships Education
Respectful relationships
(3a,3g)
Key Stage 1 Science
- Identify, name, draw and label the basic parts of the human body

Learning Intentions and Learning Outcomes

Learning Intention
To introduce the concept of gender stereotypes
To identify differences between males and females
Learning Outcomes
Understand that some people have fixed ideas about what boys and girls can do
Describe the difference between male and female babies

Lesson Title

Lesson 1
[Differences](#)

Resources

2 large PE hoops
[Boy/Girl/Everyone labels](#)
Bag of objects and clothing to explore male and female stereotypes or [Pictures of objects and clothing](#)
[Clothed Babies picture cards](#)
[Clothed Babies whiteboard summary](#)
[Pictures of newborn babies](#)
Suggested reading:
Pearl Power and the Toy Problem, Mel Elliott
Julian is a Mermaid, Jessica Love
Are you a boy or are you a girl, Sarah Savage and Fox Fisher
Princess Smartypants, Babette Cole
William's Doll, Charlotte Zolotow
Amazing Grace, Mary Hoffman and Caroline Binch

Relationships Education
Respectful relationships (3a)
Key Stage 1 Science
- Notice that animals, including humans, have offspring that grow into adults

Learning Intention
To explore some of the differences between males and females and to understand how this is part of the lifecycle
Learning Outcomes
Describe some differences between male and female animals
Understand that making a new life needs a male and a female

Lesson 2
[Male and Female Animals](#)

Talking object
[Pictures of male and female animals](#)
[Cats and Kittens worksheet](#)
Anatomically correct toy farm animals

Key Stage 1 Science
-Identify, name, draw and label the basic parts of the human body

Learning Intention
To focus on sexual difference and name body parts
Learning Outcomes
Describe the physical differences between males and females
Name the different body parts

Lesson 3
[Naming Body Parts](#)

2 large PE Hoops
[Hoop labels](#)
[Body Parts picture cards](#)
[Female x-ray picture](#)
[Body Parts worksheet](#)
Suggested reading:
Shaperville, Andy Mills
It's OK to be Different, Todd Parr

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a)	Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	Lesson 1 Body Differences	<i>It's OK to be different</i> , Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch	Lesson 2 Personal Space	PANTS cards Unwanted Touch scenarios Additional Activities <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)	Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support	Lesson 3 Help and Support	Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Statutory Guidance

Health Education
Changing adolescent body (8a)
Key Stage 2 Science
- describe the life process of reproduction in some plants and animals

Learning Intentions and Learning Outcomes

Learning Intention
To explore the human lifecycle
To identify some basic facts about puberty
Learning Outcomes
Understand that puberty is an important stage in the human lifecycle
Know some changes that happen during puberty

Lesson Title

Lesson 1
[Changes](#)

Resources

[Lifecycle whiteboard summary](#)
[Body Parts Bingo cards](#)
[Bingo Flash cards](#)
[Body Changes pictures](#)
[Lifecycle Quiz slides](#)
[Lifecycle Quiz answers](#)
[Additional Activities](#)
[Babies and Children worksheet](#)

Health Education
Mental wellbeing (6a,6b,6c,6d,6f)
Health Education
Changing adolescent body (8a, 8b)
Menstruation (9a)
Key Stage 2 Science
- describe the life process of reproduction in some plants and animals
-describe the changes as humans develop to old age

Learning Intention
To explore how puberty is linked to reproduction
Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Understand that children change into adults to be able to reproduce if they choose to

Lesson 2
[What is Puberty?](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart
[Puberty Card Sort](#)
[Puberty Card Sort whiteboard summary](#)
[Body Changes worksheet](#)
[Puberty Changes Teacher Guide](#)

Suggested Reading
Where Willy Went, Nicholas Allan
Hair in Funny Places, Babette Cole

Relationships Education
Caring friendships (2b,2c,2d,2e)
Respectful relationships (3a,3b,3d,3e,3f,3h)
Online relationships (4b,4d)

Learning Intention
To explore respect in a range of relationships
To discuss the characteristics of healthy relationships
Learning Outcomes
Know that respect is important in all relationships including online
Explain how friendships can make people feel unhappy or uncomfortable.

Lesson 3
[Healthy Relationships](#)

[Healthy Friendships cards](#)
[Relationship pictures](#)
Online Respect and Self-Respect video
<https://www.youtube.com/watch?v=mZtXwtzllpk>

Year 5

Puberty

Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c, 6d, 6f) Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Lesson 1 Talking About Puberty	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template
Health Education Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	Lesson 2 The Reproduction System	Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary
Health Education Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f) Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	Lesson 3 Puberty Help and Support	Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards



resources

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 Puberty and Reproduction	Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 Communication in Relationships	Communication and Touch cards Pupil Questions template
Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 Families, Conception and Pregnancy	Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides
Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 Online Relationships	Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk

Drugs and alcohol week

Year group	Lesson 1	Lesson 2	Lesson 3
1	Staying healthy (CWP)	Who gives us medicines (CWP)	Medicines (CWP)
2	Risk (CWP)	Hazardous substances (CWP)	Medicines and household products (PSHE association)
3	Medicines and household products (PSHE association)	Keeping healthy (PSHE association Yr 1 /2 lesson so may need adapting)	Safe and unsafe substances (AI)
4	Effects of alcohol (CWP)	Alcohol and risks (CWP)	Smoking and vaping (PSHE association)
5	Medicines (PSHE association)	Attitude to drugs (CWP)	Legal and illegal drugs (CWP)
6	Legal and illegal drugs (PSHE association)	Influences and pressures (PSHE association)	Tobacco, alcohol and vaping in the media (PSHE association)

CWP - Christopher Winters

PSHE - PSHE association

Pol-Ed at Raeburn - Progression Map

	Year 1	Year 2	Year 3
Relationship	Learn what an ally is. Learn why it is important to be an ally. Discover how people can be an ally. Develop skills of respect and empathy. Learn how we can make new friends. Consider why some people find it tricky to make new friends. Consider how we can be friendly friends. Develop skills of empathy and resilience. Learn how friendships can change. Identify how are friends can make us feel happy or sad. Think about what we can do if our friends make us sad. Demonstrate self worth. Learn what the word bullying	Learn how we are the same as each other. Learn how we are different from each other. Consider why differences are a good thing. Develop skills of respect and empathy. Learn about working with different people. Consider why some people find this exciting and others find it hard. Consider how we can try and feel brave when things change. Develop skills of resilience. Learn about what the world family means. Identify the different ways our family can make us feel. Think about what we can do if our family is making us feel worried. Demonstrate self worth and understanding of risk. Learn what families are.	Learn what is meant by the term consent. Understand how to recognise when someone is giving consent. Demonstrate ways to ask for permission respectfully. Develop respect and empathy. Learn what friendship means. Consider when friendships can be tricky. Consider what to do if friendships go wrong. Develop our skills of informed decision making. Explore the difference between bullying and falling out Review different scenarios which may or may not be bullying. Learn ways to be an 'upstander' not a bystander. Develop empathy and respect.

	means. Identify behaviors that could make other children feel sad. Think about why children might bully others. Demonstrate empathy and respect. Learn what is meant by safe hands. Identify safe and unsafe hands. Think about why children might forget to use safe hands. Demonstrate empathy and respect. Learn why names are important. Learn what nicknames are and why they have special rules. Consider how unkind names can make people feel. Develop skills of respect and empathy.	Learn how families can be different. Consider how members of our family make us feel. Develop skills of respect. Learn what relationships are. Consider why relationships are important. Consider our own relationships.	Learn about why key people are important. Consider how different key people can help us in different ways. Consider who our key people are. Develop our skills of self worth.
Keeping safe	Learn what is meant by the word risk. Learn how we can keep ourselves safe in new situations. Consider the things that make us feel safe. Consider the importance of understanding risk. Learn why it's important to speak up when we are worried.	Learn what is meant by the word online. Consider why it is important to keep safe online. Identify examples of safe online activity. Consider the importance of understanding risk. Learn what different types of meetings there are. Consider how these meetings make us	Consider how different people respond to feeling worried. Consider why it is important to share our worries with others. Learn about the different people and places that we can go to for appropriate support. Develop our skills of fact finding. Learn what the emergency services are and what they do.

	Consider what we can do to get help with our emotions. Consider the importance of informed decision- making. Learn what different items we have in our homes. Learn which are safe and which could be unsafe. Consider decisions we can make to keep ourselves safe. Develop skills of decision making and understanding risk. Learn why 999 is such a special number. Practice using 999. Develop our understanding of risk. Learn what private means. Learn what information means. Consider what information should and shouldn't be kept private. Develop skills of understanding risk. Learn what is meant by the word trust. Consider why it is important to have adults we can trust. Identify who our trusted adults are. Consider the importance of respect.	feel. Learn how we can keep ourselves safe when meeting people. Develop skills of understanding risk. Learn what medicines are. Learn how medicines can help us. Consider how we can take medicines safely. Develop skills of understanding risk. Learn what private means. Learn what private parts mean. Consider how we can keep private parts private. Develop skills of respect. Learn about fire safety. Consider how to make safe decisions. Learn what 999 is. Develop skills of understanding risk.	Learn how to make a call to the emergency services. Demonstrate respect. Learn what an emergency is and the different types of emergencies there are. Consider what we need to do during a fire alarm, invacutaion and during a medical emergency. Consider why it is important to follow instructions from our trusted adults. Develop our skills of understanding risk. Learn what is meant by risk. Explore what risk means to us. Learn about the importance of asking questions when in risky situations. Learn what is meant by 'gut feeling' and explore our own gut feelings. Develop skills of informed decision - making. Learn about different types of secrets. Consider what safe secrets are and how these might feel. Consider what unsafe secrets are and how these might feel. Develop our skills of informed decision making.
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Understanding the law	Learn what responsibility means. Consider why being responsible isn't always easy. Consider why being responsible is important. Develop skills of respect and empathy. Learn what rules are. Consider how rules can keep us safe and make us happy. Consider what can happen when rules are broken. Develop skills of decision making. Learn what a police officer does day to day. Discuss how a police officer helps during emergencies, makes sure people are following the law and keeps people safe. Develop skills of empathy and respect. Learn why rules are important. Discuss why having different rules in different places is a good thing. Demonstrate skills of respect.	Learn what is meant by needs and wants. Learn how needs and wants change over time. Consider why people might save money. Develop skills of future planning. Learn what a job is. Learn why people have jobs. Consider jobs we might like. Develop skills of future planning. Learn what money is. Learn how people get money and spend money. Consider how we can look after money. Develop skills of future planning and understanding risk. Learn what the internet is and what it is used for. Learn how to keep safe when using the internet. Consider why the internet could be unsafe or confusing. Develop skills of understanding risk and fact finding. Learn what age restriction law is. Discuss why age restriction laws are important.	Understand what is meant by a responsible citizen. Consider the type of person we want to be. Consider why doing the right thing is not always easy. Develop our personal responsibility plan of action. Consider why it's important to make informed decisions. Learn about what human rights are and why they are important. Learn about the special extra rights that children have. Consider how we can help ourselves and others enjoy our rights. Develop our skills of respect and responsibility. Understand the role of the police. Learn about police powers and why they might be used. Consider how people might feel if they are stopped by the police. Consider why it is important to make informed decisions. Consider why rules are important. Explore the difference between rules and laws. Understand what the law is.
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		Develop our understanding of risk.	Explore the potential impact and consequence of breaking the law. Evaluate the importance of respecting others.
Wellbeing	Learn what empathy is. Consider what can make us feel happy and sad in the classroom. Consider how we can be empathy experts. Develop skills of empathy. Learn about different feelings. Learn about how we can show comfortable and uncomfortable feelings. Consider why using words to show our feelings is a good idea. Demonstrate self worth and empathy. Consider what feelings do to our bodies. Learn what makes us special. Consider ways in which we are all unique. Consider what we are good at and what we like and dislike.	Learn about different types of change. Learn how change can make us feel. Consider what we can do if change is making us feel sad or worried. Develop skills of self worth and empathy. Learn why looking after our body is important. Learn how a healthy diet, exercise and correct hygiene can help our bodies. Consider how we can keep our bodies healthy. Develop skills of informed decision making and self worth. Learn that video games can be fun however they also have risks. Learn what can happen if we play video games for too long. Learn ways to keep gaming safe, balanced and fun. Develop our skills for understanding risk. Learn what being healthy means. Learn the difference between physical and emotional health. Consider how we can keep ourselves	Learn to identify what our strengths and qualities are. Learn that everyone has different talents and strengths. Learn to value and appreciate our own abilities and those of others. Develop our self worth. Learn how to recognise and describe a range of intense feelings. Learn that how we feel can affect how we behave. Reflect to judge when our feelings or behaviour might not be proportionate. Develop our empathy and resilience. Learn how the body fights germs and how vaccinations help protect us and others from illnesses. Learn when and where we can have vaccines and that we can choose not to. Develop our fact finding skills. Learn the different ways schools help us learn, grow and feel safe. Learn about the people that help us in school and how they support us.

		healthy. Develop skills of informed decision making and self worth. Learn why taking a break is important. Learn about different ways we can take a break. Consider how we like to take a break. Develop skills of resilience. Learn why sleep is important. Learn why rest is important. Consider what we can do to help our bodies sleep and rest. Develop skills of informed decision making.	Reflect on what we enjoy about school and what makes us feel happy and confident. Develop our fact finding skills. Learn what mental health means and how it can change over time. Learn who we can talk to when we feel worried, sad or need help. Consider ways to look after our mental health. Develop skills of self worth and resilience. Learn that there are a wide range of emotions we can experience. Learn how to recognise and talk about emotions using a varied vocabulary. Learn strategies such as talking about feelings that can help.
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	Year 4	Year 5	Year 6
Relationship	Learn what is meant by role model. Explore what makes someone a role model. Consider how we can be role models. Evaluate our self worth and respect. Learn what is meant by a healthy relationship. Explore ways I can express my feelings. Consider what makes a healthy friendship and how I can be a good friend. Develop skills of self-worth and empathy. Learn about discrimination. Discuss why it is wrong. Consider ways that we can be more inclusive. Learn what diversity means. Explore the benefits of diversity within school, family and local communities. Learn what is meant by prejudice and discrimination and why we should report these. Develop skills of respect.	Learn what a role model is. Learn how role model influence can be positive or negative. Consider who we view as role models and why. Develop skills of empathy, respect and self worth. Learn how words can have a positive and negative impact. Learn the difference between physical and emotional hurt. Consider how we can use our words kindly. Learn what personal boundaries are. Consider how and why there are different types of boundaries. Explore how differing boundaries can be respected. Learn what friendship is. Consider how we can trust our friends. Learn about online friendships. Develop skills of understanding risk. Understand what grooming is. Learn how to spot the signs of grooming. Learn how to get support if we are worried	Learn what new relationships may look like at secondary school. Consider our feelings about new secondary relationships. Consider how we can deal with any negative feelings. Develop skills of future planning. Learn what the word ally means. Learn key words and definitions to do with racism. Consider how we can be an ally against racism. Develop our skills of respect and empathy. Learn what sexism means. Consider what sexism may look like. Consider how we can challenge sexism. Learn about different types of relationships. Consider how relationships might be different to one another. Consider why it's important to respect other people's relationships. Learn what a debate is. Learn what a debate should and shouldn't include.

	Learn what is meant by peer influence. Explore how peer influence can be good and bad. Consider how we can deal with peer influence, including how we influence others in a good way. Develop skills of respect and self-worth. Learn what community means. Explore the different people and groups that make up communities. Consider how we can contribute and demonstrate responsibility towards communities. Develop skills of respect.	about grooming. Learn what the media is. Explore how the media can influence us positively and negatively. Learn to be more self aware of media influence. Develop skills of fact finding and decision making. Learn what peer pressure is. Consider how we can respond to peer pressure. Reflect on how we can make safe choices around our peers. Develop our informed decision making skills.	Develop our debating skills. Learn what authority means. Consider how authority can make us feel. Consider how we can deal with situations involving authority.
Keeping safe	Learn ways to keep safe in our local environment. Explore scenarios and consider how the characters can keep safe. Consider local places that we go to and how we can keep ourselves safe. Develop our skills of understanding risk and decision making. Share what we already know about road safety. Explore scenarios that could cause	Learn what is meant by crime prevention. Learn tips that we can use to support crime prevention. Demonstrate skills of understanding risk and informed decision making. Evaluate the use of mobile phones. Identify and explain solutions to potential problems. Learn how to use a mobile phone safely and smartly. Demonstrate skills of respect and fact	Learn about the tradition of Halloween. Consider how we can enjoy the day safely and responsibly. Develop our skills of empathy. Develop our skills of respect. Learn what online data is. Learn how and why online data is shared. Consider our digital footprint. Develop our skills of decision making

	us to be unsafe when using the road. Evaluate our personal road safety awareness. Set road safety goals. Demonstrate informed decision making. Learn the meaning of hazard. Explore different hazards in the home and why they can be dangerous. Learn how we can keep ourselves safe around these hazards. Learn what first aid means. Explore different reasons why people might need first aid. Consider what we should and shouldn't do in a first aid situation. Learn what encounters mean. Explore the difference between planned encounters, unexpected encounters and new encounters. Learn how we can keep ourselves safe during different encounters.	finding. Learn what deep fakes and artificial intelligence are. Explore different types of deep fakes and the reasoning for them. Learn how we can protect ourselves from deep fakes. Learn about different ways to pay for things. Explore the risks associated with money. Learn how we can make safe and respectful decisions about money. Learn what drugs are. Learn facts about medicines, alcohol and nicotine. Consider how to make informed decisions about drugs. Learn about the different types of media and what media literacy is. Learn that online content can be personalised or targeted. Reflect on what we enjoy about school and what makes us feel happy and confident. Learn why our special people are important. Explore how our special people can help us. Consider how we can be a positive special	and understanding risk. Learn what is meant by spiking. Consider the impact of being spiked. Understand the different ways you can be spiked. Reflect on longer-term impacts that might come from being spiked. Understand what is meant by addiction. Consider the risks associated with smoking and vaping. Learn the impacts of addictions. Learn what age restrictions are. Consider why age restrictions exist. Consider decisions we can make about our media usage.
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		person to others.	
Understanding the law	Learn what respect means. Explore different ways that people can demonstrate respect. Consider how we can show respect for shared spaces and those in them. Develop skills of empathy and respect. Learn about protected characteristics. Consider our identity. Discuss how we can be peer educators. Reflect on how we can demonstrate respect towards others. Learn what jobs and careers are and that there are different types of jobs. Explore different reasons for choosing jobs, including how having stereotypes can impact decisions. Consider different ways that people can prepare for the world of work. Develop our skills of future planning. Learn about hate crime. Explore the difference between crime and hate crime.	Learn about different communities we are part of. Learn about different rules and laws that help our communities. Consider what the impact can be if these laws are not followed. Develop skills of respect and empathy. Learn what children can do whilst using the internet. Learn what restrictions apply to children when using the internet. Consider why these restrictions exist. Develop skills of understanding risk. Learn what gambling is. Learn what the law says about gambling. Consider the dangers of gambling. Develop skills of understanding risk.	Consider what is meant by the term crime. Explore different types of crime. Evaluate the impact that different crimes can have on people. Consider how we can be respectful of others. Consider how our actions could impact our future. Learn what legal drugs are. Learn about the dangers of legal drugs. Consider how we can make decisions about legal drugs. Develop skills of fact finding and decision making. Learn what the law says about marriage. Learn who can and cannot get married. Learn the difference between arranged marriage and forced marriage. Develop skills of fact finding. Learn what a weapon is. Learn who can and cannot carry a weapon. Consider why young people might carry

	Consider how our actions can be a force for good. Reflect on how we can demonstrate respect towards others.		a weapon. Develop our skills of understanding risk. Consider how we behave around others. Learn what is meant by anti-social behavior. Consider the impact of anti-social behavior. Develop our skills of empathy and informed decision making. Learn what the law says about theft from a shop. Consider the consequences of theft. Reflect on how our choices can affect our futures.
Wellbeing	Learn why hygiene is important for staying healthy. Learn to identify daily hygiene habits that keep themselves and others safe. Learn to appreciate the similarities and differences between people. Develop our skills for understanding risk. Learn to identify how different choices impact health. Learn to explain how healthy and unhealthy choices impact our body and mind.	Learn to recognise how online activity can affect wellbeing. Learn how to balance screen time with other activities. Reflect strategies to look after our emotions while being online. Develop our resilience skills and self worth. Learn to recognise how alcohol, drugs and medicines can affect how people feel and behave. Learn about the age restrictions for drugs and alcohol and why they exist.	Learn how to recognise feelings relating to change. Learn coping strategies to handle change and build confidence. Reflect on how to handle big feelings. Develop our skills of resilience. Learn how to recognise negative thinking patterns. Learn the difference between fixed and growth mindset. Learn how to reframe negative thinking by using a growth mindset.

	Learn about our own daily choices and set health goals. Develop our fact finding skills. Learn to identify what is meant by character. Learn different ways that school helps develop character. Reflect on your own experiences in school that have helped develop your character. Develop our self worth. Learn what a habit is and how habits are formed. Learn to recognise healthy habits that support physical and mental wellbeing. Learn to understand how small daily choices build daily habits. Learn to recognise some common signs that show the body might be unwell. Learn that it's normal for our bodies to feel different sometimes and know when to ask for help. Learn who we can ask for support with our help. Learn to identify different food groups and how they provide energy. Learn to explain how our bodies use	Learn about how to get help if you are worried about drugs or alcohol. Develop our skills for understanding risk. Learn how physical activity affects the body and the brain. Learn the connection between movement and emotions. Reflect on personal activity levels and how they impact feelings of well being. Develop our fact finding skills and self worth. Learn that puberty brings emotional as well as physical changes. Learn to identify a range of feelings that may arise during puberty. Learn healthy strategies for managing new and strong emotions. Learn to identify the different feelings we might experience in school. Learn how different school situations might impact how I feel. Learn positive ways to manage difficult feelings at school. Learn the meaning of personal identity. Learn that identity is shaped by many different factors. Learn to appreciate the similarities and differences between people.	Learn what mental health means. Learn how to identify a range of emotions and how they can impact well being. Learn practical ways to support our own mental health including seeking help and support. Learn what the law says about who is an adult. Learn about the rights and responsibilities of adults. Reflect on aspirations and hopes for the future. Develop skills of future planning. Learn to define grief and understand it is a natural response to loss. Learn to recognise different emotions people may feel when grieving. Learn healthy ways to cope with and express grief. Develop our empathy skills.
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	food. Learn the importance of having enough food for a healthy lifestyle.		
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