

Herringthorpe Infant School

*Personal, Social, Health & Citizenship Education
Relationships & Health Education*

Subject Overview



Key strands to the curriculum



The knowledge skills and learning progression for each component is delivered through a spiral curriculum.

Our scheme is supported by the ROSIS scheme of work

Progression Document- PSHE

	EYFS	Year 1	Year 2
Healthy Relationships	- Children will see themselves as unique by sharing their hobbies and interests. - Children will reflect on the similarities and difference of the peers - Children will know what is special to them and their families. - To talk about how they are feeling – using happy, sad, upset, angry, scared - To begin to consider the feelings of others - Children will know to use the calm corner when they are feeling upset/angry. - Children will take turn with others - Children will know how to treat others in our class using the statement ‘Kind hands and kind words’. - Children will begin to describe what makes a good friend including attributes such as listening and sharing.	- Know what a friend is - How to value differences - Know how to be a good friend - Know how to make friends - Know the key rules to make school a happy place for everyone - Know how families are different - Know who their special people are - Know the people who help them - Know the roles of people who keep them safe - Know what bullying is - Know how bullying can be prevented - Be a good friend - Treat others with respect - Follow agreed rules - Take appropriate action if witnessing bullying - Be a good friend - Approach trusted adults when needed - Tolerance and acceptance of different types of family	- Why families are important - What makes them the same/different as others - The importance of self-respect - What to do if they fall out with a friend - Resolve conflicts appropriately - Know what bullying is and the different types - Know how bullying can be prevented - Know what friendship is - Know how to be a good friend - Be a good friend - Treat others with respect - Know what influences them and the choices they make - Know what girls/boys can do - Know how it feels to be lonely/isolated - Know how it feels to be different - Know the responsibility of a bystander to report bullying to an adult - Know some of the ways to resolve a conflict - Ability to prevent bullying and respond to bullying in an appropriate way - Be a good friend - Resolve conflicts in an appropriate way
Health & Wellbeing	- Children will know how regular teeth brushing is important for their health. - Children will know how to wash their hands thoroughly and why this important - Children will know what a sensible amount of screen time is and why this is important for their	- Know why and what they eat - Know foods that keep us healthy - Begin to understand the importance of a balanced diet - Know some of the ways to stay clean - Know how to clean teeth correctly - Make healthy food choices	- Know some of the effects exercise has on our bodies - Know why physical activity is important - Know that sleep is important and some of the reasons why - Know what emotions are and name some of them

	- health. - Children will know about the importance of a good sleep routine for their health. - Children will know how regular exercise is important for their health	- Know what healthy people eat and do to stay healthy - Know why it is important to sleep - Know why it is important to clean ourselves (brush teeth/clean bodies) - Know ways to stay healthy - Clean teeth properly - Clean themselves properly - Be able to make healthy lifestyle choices	- Know some of the ways to manage emotions - Know that screen time need to be limited - Can manage their emotions effectively - Can take steps to develop an active lifestyle
Growing & Changing	- Children will know how they have changed from being a baby to being 4/5. - Children will talk about past experiences with their families	- Know some of the changes that have happened to them since birth - Know the people/things they need to help them grow	- Know what makes things grow - Know what makes me grow - Know that I am growing and why we know this - Will know what they can do now that they could not do when they were a baby - Know how to recognise emotions and manage some of these - Ability to recognise some emotions - Ability to manage some emotions .
Safety in the Community	- Children will know the school rules - Children will know how to be a safe pedestrian and why this is important. - Children will explore different areas within the EYFS environment - To know about people who help us within the local community e.g. dentist, doctor, police etc - I understand that some online games are not safe for me and that an adult must watch what I am doing on my electronic devices.	- Know some of the ways to keep themselves safe from potential risks/hazards - Know which secrets we should keep, and which we should share - Know some of the ways to stay safe when on holiday - Know some of the ways to stay safe when using the internet - Know some of the safer strangers and how to identify them - Know some safe buildings - Know how to dial 999 in an emergency - Negotiate hazards and risks safely - Use their instinct to keep themselves safe - Use the internet safely	- Know what to do if they are lost - Know some things that may pose risk in the home - Know some things that may pose a risk when in the community - Know how to make right choices to keep safe in a variety of scenarios - Know what to do in an emergency - I can keep myself safe in the home - I can keep myself safe outside the home - I can make choices which keep me safe - I understand potential risks to being online and I can say how to use the internet safely
Medicines & Drugs	To discuss medicines; why we use them; safety issues; who can help with medicines	- Know some of the substances that can/cannot go onto our body - Know some of the substances that can/cannot go into our body - Know what a medicine is and why/how we take it - Know which are dangerous substances - Know how to say no to something they do not want to do	- Know when and why we take medicines and where they come from - Know what is safe to go into the body and what is dangerous to put in the body - Know that alcohol is in some drinks - Know that smoking is dangerous to health - Know when and how to say no

		• Ability to say no to something they do not want to do •	• Ability to make safe and healthy choices • Ability to say no to things they do not want to do
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Refer to EYFS progression skills document for curriculum overview

PSHE Y1

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: The Caring school and Feelings, friends, and friendship	Unit Title: Healthy Eating and hygiene	Unit Title: Growing and Changing & Keeping Myself Safe
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior Knowledge:</i> - Explain the reasons for rules, know right from wrong - Work and play cooperatively and take turns with others - Form positive attachments to adults and friends - Show sensitivity to their own and others needs - Know some similarities and differences between different religions and cultural communities in this country - Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences	<i>Prior knowledge</i> - Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	<i>Prior Knowledge:</i> Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y1 pupils will:</i> <i>Substantive Knowledge:</i> - Know what a friend is - How to value differences - Know how to be a good friend - Know how to make friends - Know the key rules to make school a happy place for everyone <i>Disciplinary Knowledge:</i> - Be a good friend - Treat others with respect - Follow agreed rules	<i>By the end of this unit Y1 pupils will:</i> <i>Substantive Knowledge:</i> - Know why and what they eat - Know foods that keep us healthy - Begin to understand the importance of a balanced diet - Know some of the ways to stay clean - Know how to clean teeth correctly <i>Disciplinary Knowledge:</i> - Clean teeth properly - Make healthy food choices	<i>By the end of this unit Y1 pupils will:</i> <i>Substantive Knowledge::</i> - Know some of the changes that have happened to them since birth - Know the people/things they need to help them grow - Know some of the ways to keep themselves safe from potential risks/hazards - Know which secrets we should keep, and which we should share - Know some of the ways to stay safe when on holiday - Know some of the ways to stay safe when using the internet - Know some of the safer strangers and how to identify them - Know some safe buildings - Know how to dial 999 in an emergency <i>Disciplinary Knowledge:</i> - Negotiate hazards and risks safely - Use their instinct to keep themselves safe

		Use the internet safely
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> Feelings, Respect, Cooperation, Difference, The same, Friendship	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> Healthy, Hygiene, Sugar, Clean, Energy	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> Safe, Growing Up Worried, Persuade, Stranger, Change,
Learning Sequence:	Learning Sequence:	Learning Sequence:
Revisit rules and knowing right from wrong. Agree on classroom rules to ensure the classroom is a safe learning environment Discuss what a friend is, how to make a friend and who our friends are. Look at how to be a good friend and how to value difference Discuss and share how the children are the same or different	Introduce the concept of healthy eating Taste a range of different food and children to form options on these, developing a list of likes/dislikes. Explore different foods and traditions and link these to healthy lifestyles and differences in healthy lifestyles Learn about sugar content in familiar food/drinks Children to know how to make healthy substitutions and choices Children to know about basic personal hygiene Children to know the importance of oral hygiene and how to look after their teeth	Explore some of the ways we have changed since birth and talk about the things we need to help us grow Learn how to keep safe around real/imaginary hazards and talk about how feeling unsafe can make us feel Discuss secrets and which we can keep and which we can share Learn some of the ways to stay safe during the holidays (sun safety) Explore real/unreal people and places (links to e-safety, imaginary friends) Learn how to identify safer strangers and safe buildings and learn how to make a 999 call in an emergency
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children can talk about friendship and what it looks like. They can say who their friends are and why they are good friends. - They will know that some people are similar and different to them (likes/dislikes, hobbies, personality) Mind map - children to complete mind maps with qualities a good friend Chn work with a friend/partner. List their likes and dislikes and compare	- The children will know that food and drink keeps them healthy - They will be able to talk about healthy swaps - They will know that sugar is in most thigs we eat/drink but some food/drink has more - They will be able to talk about some of the ways to maintain basic personal hygiene Children to complete a sorting activity of healthy/unhealthy food and drink Recording sheet – children to order the steps for teeth brushing At the end of the unit children to complete a quiz: how can we stay healthy? (including balanced diet, exercise, personal hygiene)	- Children can talk about how they have changed since birth and can talk about things they need to grow - They can talk about some of the ways they can keep safe both in everyday life and online (linked to hazards and characters they may come across online) - They know who the safe strangers are - They know which are safe buildings - They know how to make a 999 call Children to complete a recording sheet and write all the ways they have changed since birth Children to create poster showing how to make a 999 call Children to complete a keeping safe quiz at the end of this block of work
Resources:	Resources:	Resources:
Books: - The selfish crocodile - I'm like you, you're like me - Lizard Lounge Other: - CHIPS (Y1)	Books: - Eat your greens Goldilocks - Stinky Jack and the Beanstalk - Rapunzel Rapunzel wash your hair - The crocodile and the Dentist - Give us a smile Cinderella Other: - Public Health England	Other: - BBC Bitesize – KS1 Science growth and Change - BBC Watch: Birth and Growth - Childnet.com – Smartie the Penguin - NSPCC resources - Despicable me Sun Safety Campaign – youtube - Think you know website - A Pipkin of Pepper – Cbeebies

	• Change 4 Life • Local Dentist/Nurse to visit • BBC Bitesize – Barnaby and Becky visit the allotment • Colgate – bright smiles	• QCA Citizenship Unit 4: People who help us; The Local Police • Espresso: People who help us
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Autumn Term 2 nd Half	Spring Term 2 nd Half	Summer Term 2 nd Half
Unit Title: Focus on Special People and Anti-Bullying	Unit Title: Physical Health and Wellbeing	Unit Title: The World of Drugs
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Prior Knowledge:</i> • Know some similarities and differences between different religions and cultural communities in this country • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences	<i>Prior knowledge:</i> • Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	<i>Prior Knowledge:</i> • Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: • Know how families are different • Know who their special people are • Know the people who help them • Know the roles of people who keep them safe • Know what bullying is • Know how bullying can be prevented Disciplinary Knowledge: • Take appropriate action if witnessing bullying • Be a good friend • Approach trusted adults when needed • Tolerance and acceptance of different types of family	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: • Know some of the effects exercise has on our bodies • Know why physical activity is important • Know that sleep is important and some of the reasons why • Know what emotions are and name some of them • Know some of the ways to manage emotions • Know that screen time need to be limited Disciplinary Knowledge: • Can manage their emotions effectively • Can take steps to develop an active lifestyle	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: • Know some of the substances that can/cannot go onto our body • Know some of the substances that can/cannot go into our body • Know what a medicine is and why/how we take it • Know which are dangerous substances • Know how to say no to something they do not want to do Disciplinary Knowledge: • Ability to say no to something they do not want to do
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Bullying, Families • Special, Behaviour, Feelings	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Exercise, Healthy • Angry, anxious, keep fit	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Safe, Dangerous • Medicine/Non-Medicine, Chemist, Doctor, Nurse, Persuade, Drug, Chemicals

Learning Sequence:	Learning Sequence:	Learning Sequence:
Discuss what a family is and how they can differ Reflect on special people and how these special people make us feel and how we make them feel Identify who they can talk to if they need help (who are their trusted adults?) Learn what the role is of people who keep us safe Learn what bullying is and the different types of bullying Learn how to prevent bullying	Explore the effect exercise has on our bodies Learn why exercise is important and that screen time should be limited Discuss some of the ways to incorporate regular exercise and activity into our daily lives Learn why sleep is important and how we can have a good quality night's sleep Explore different emotions Explore ways to manage some emotions	Learn what is safe to go onto our body and what is not Learn what is safe to go into our body and what is not Learn what medicines are and what are non-medicines Explore dangerous substances (cleaning products, chemicals) Discuss the importance of saying no to something you do not want to do and are not safe
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children will be able to say what bullying is and ways to prevent it. - They will know that families are different and will be able to say who their special people and trusted adults are - They will know the roles of people who keep them safe Children to create a poster to include what bullying looks like and some ways to prevent it Children to complete recording sheet to show their understanding of special people and trusted adults Children to draw people outside of their family who can also keep them safe	- They know some of the effects physical activity has on the body and why exercise is important - They know that screen time needs to be limited - They know that physical activity needs to be done daily and can talk about some of the ways they can do this - They know why sleep is important - They know some different emotions and how to manage some of these At the end of the unit children to complete a quiz: how can we stay healthy? (including balanced diet, exercise, personal hygiene, sleep, screen time, managing emotions) (ensure it is multiple choice and children to record answers – keep for evidence)	- They know some medicines and why we take them - They know some substances are dangerous and how to identify these Children to complete a sorting activity for things that are safe to go into/onto the body and things that are not
Resources:	Resources:	Resources:
Books: - The different Dragon - Picnic in the park - Robopop - We are family - Any picture books which display different families Other: - Stonewall website – Stonewall Plan KS1: Year 1&2 Lesson 1: Who do you love? - CHIPS (Y1) - NSPCC www.inspiringthefuture.org #redraw the balance stereotypes video - Anti-Bullying Alliance - Ann-Foxley Johnson - Andy and the Oddsocks gang	Books: - Keep running gingerbread man - How are you feeling today Mollie Porter - Websters Bedtime Other: - Change 4 Life - Cosmic Yoga (youtube) - Jo Wicks	Other: - British Red Cross - BBC Bitesize KS1 – Why do we take medicine?

PSHE Y2

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: The caring school and Feelings and Relationships	Unit Title: Healthy Lifestyles	Unit Title: Keeping Myself Safe
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
Substantive Knowledge: - Know what a friend is - How to value differences - Know how to be a good friend - Know how to make friends - Know the key rules to make school a happy place for everyone Disciplinary Knowledge: - Be a good friend - Treat others with respect - Follow agreed rules	Substantive Knowledge: - Know why and what they eat - Know foods that keep us healthy - Begin to understand the importance of a balanced diet - Know some of the ways to stay clean - Know how to clean teeth correctly Disciplinary Knowledge: - Clean teeth properly - Make healthy food choices	Substantive Knowledge: - Know some of the changes that have happened to them since birth - Know the people/things they need to help them grow - Know some of the ways to keep themselves safe from potential risks/hazards - Know which secrets we should keep, and which we should share - Know some of the ways to stay safe when on holiday - Know some of the ways to stay safe when using the internet - Know some of the safer strangers and how to identify them - Know some safe buildings - Know how to dial 999 in an emergency Disciplinary Knowledge: - Negotiate hazards and risks safely - Use their instinct to keep themselves safe - Use the internet safely
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
By the end of this unit Y2 pupils will: Substantive Knowledge: - Why families are important - What makes them the same/different as others - The importance of self-respect - What to do if they fall out with a friend Disciplinary Knowledge:	By the end of this unit Y2 pupils will: Substantive Knowledge: - What healthy people look like - Know what healthy people eat and do to stay healthy - Know why it is important to sleep - Know why it is important to clean ourselves (brush teeth/clean bodies) - Know ways to stay healthy	By the end of this unit Y2 pupils will: Substantive Knowledge: - Know what to do if they are lost - Know some things that may pose risk in the home - Know some things that may pose a risk when not in the home - Know how to make right choices - Know what to do in an emergency

Resolve conflicts appropriately	Disciplinary Knowledge: - Clean themselves properly - Be able to make healthy lifestyle choices	Disciplinary Knowledge: - I can keep myself safe in the home - I can keep myself safe outside the home - I can make choices which keep me safe
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> Empathy, Unique	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> Clean, exercise happy, healthy, not so healthy, Responsible, Rest, sometimes	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> Safe, responsibility harm, hurt, rules, name, number, risk
Learning Sequence:	Learning Sequence:	Learning Sequence:
Revisit classroom rules and how to make school a happy place for everyone Learn why families are important Discuss what makes them the same/different as others Teach about self-respect and encourage children to share what they like about themselves Revisit what makes a good friend and what to do if they fall out with a friend	Use photos to discuss how they have changed over time Discuss what plants need to grow and link this to what humans need to grow Discuss how we know we are growing and what new things can we do now that we could not do when we were younger Know how to recognise some emotions and some ways to manage them	Talk about what to do if they are lost. Discuss safe people. Use drama to show what to do if they are lost. Discuss what is good about 'home'. Share some potential risks and devise and write a list of ways to stay safe. Include risks from online too. Discuss what is good about 'outside'. Share some potential risks and devise and write a list of ways to stay safe. Talk about Green Cross Code. Children to use drama to act out safely crossing the road. Discuss scenarios children could find themselves in when playing outdoors or with older children. Talk about the right choices they could make in order to keep themselves safe in some situations. Consider as a class ways to stay safe online and positive choices that can be made. Share what to do in an emergency or if somebody you are with has an accident
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- The children will know who is in their family and why they are important - The children will know the importance of self-respect - They know what makes a good friend and what to do if they fall out with a friend Draw a picture of their family and label it. Children to talk about why their family is important. Children to complete a sheet. Sheet to have blank body and in it children write qualities they like about themselves Children to list qualities that make a good friend and talk about what to do if you fall out with a friend.	- The children will be able to talk about how they have changed and grown since birth - The children will know some of the things humans need to grow - They will be able to name some emotions and can talk about some ways to manage these Children to list ways they have changed since birth and record this on a sheet Children to complete a mind map to show the things that humans need to grow Children to draw emotions e.g. anger, happy, excited Children to then verbalise some ways to manage these emotions in small groups or partner talk	- The children will be able to talk through what they should do if they are lost - The children will know some risks in the home/outside and will be able to talk about ways to stay safe - They will know some ways to stay safe when online - They will be able to talk through the things they need to do in an emergency Recording sheet – children to write what to do if they are lost (in style of an information leaflet) Children to create a poster to show ways to stay safe online Create a poster to show what to do in an emergency
Resources:	Resources:	Resources:

Books: - Tango makes Three - I love my Hair! - Stonewall website for book list Other: - Ann Foxley Johnson – conflict resolution	Books: - Dirty Bertie Other: - Eatwell plate - Change for Life - Bedtime diary - Dentalhealth.org	Books: - Lost and Found Other: - Smartie the Penguin (see Computing) - childnet.com; get smart resources - BHF – how to make an emergency phone call
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Autumn Term 2 nd Half	Spring Term 2 nd Half	Summer Term 2 nd Half
Unit Title: The caring school and Feelings and Friendships	Unit Title: Growing and Changing	Unit Title: The world of Drugs
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>Substantive Knowledge:</i> - Know what bullying is and the different types - Know how bullying can be prevented - Know what friendship is - Know how to be a good friend <i>Disciplinary Knowledge:</i> - Be a good friend - Treat others with respect	<i>Substantive Knowledge:</i> - Know some of the changes that have happened to them since birth - Know the people/things they need to help them grow - Know some of the ways to keep themselves safe from potential risks/hazards - Know which secrets we should keep, and which we should share - Know some of the ways to stay safe when on holiday - Know some of the ways to stay safe when using the internet - Know some of the safer strangers and how to identify them - Know some safe buildings - Know how to dial 999 in an emergency <i>Disciplinary Knowledge:</i> - Negotiate hazards and risks safely - Use their instinct to keep themselves safe - Use the internet safely	<i>Substantive Knowledge:</i> - Know some of the substances that can/cannot go onto our body - Know some of the substances that can/cannot go into our body - Know what a medicine is and why/how we take it - Know which are dangerous substances - Know how to say no to something they do not want to do <i>Disciplinary Knowledge:</i> Ability to say no to something they do not want to do or know is not safe
New Knowledge/Skills:	New Knowledge/Skills:	New Knowledge/Skills:
<i>By the end of this unit Y2 pupils will:</i> <i>Substantive Knowledge:</i> - Know what influences them and the choices they make - Know what girls/boys can do - Know how it feels to be lonely/isolated - Know how it feels to be different - Know the responsibility of a bystander to report bullying to an adult	<i>By the end of this unit Y2 pupils will:</i> <i>Substantive Knowledge:</i> - Know what makes things grow - Know what makes me grow - Know that I am growing and why we know this - Will know what they can do now that they could not do when they were a baby - Know how to recognise emotions and manage some of these	<i>By the end of this unit Y2 pupils will:</i> <i>Substantive Knowledge:</i> - Know when and why we take medicines and where they come from - Know what is safe to go into the body and what is dangerous to put in the body - Know that alcohol is in some drinks - Know that smoking is dangerous to health

- Know some of the ways to resolve a conflict Disciplinary Knowledge: - Ability to prevent bullying and respond to bullying in an appropriate way - Be a good friend - Resolve conflicts in an appropriate way	Disciplinary Knowledge: - Ability to recognise some emotions - Ability to manage some emotions	- Know when and how to say no Disciplinary Knowledge: - Ability to make safe and healthy choices - Ability to say no to things they do not want to do
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> Empathise, Empathy, Persuade, Feelings, Choice	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> Change, growing, emotions, feelings, love, food, skills	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> Persuade, secrets safe, refuse, alcohol
Learning Sequence:	Learning Sequence:	Learning Sequence:
Learn about influences; being influenced, or influencing others Challenge gender stereotypes Discuss how it feels to be different Learn what loneliness and isolation is and how it makes others feel Revisit Bullying; what is it, how can it have an impact on emotional health, the role of a bystander, how to get help	Show their baby photos and discuss how they have changed Talk about what things need to grow (plants/pets) and compare needs of bulbs with needs of humans (sun, warmth, care, water, food) then discuss what helps them to grow (include love and care as well as shelter, food, warmth and water) Look at a timeline of a life from birth to adult. Discuss what age a child can ride a bike/write your name, the age you are when you get a job etc. Make a list of: things I can do now/ able to do soon/can't do yet/want to do/ need to practice. Talk about wishes for the future. Explore emotions through pictures/videos. Give scenarios and children to explore the emotions the person may feel. Discuss how to manage some of these emotions.	Discuss when and why they have taken medicine. Talk about who gives medicines. Talk about things that go into the body that are safe and things that are not. Show examples of drinks which contain alcohol. Talk about who may drink alcohol and some ways it can affect adults. Discuss cigarettes. Explain that when adults smoke it is usually because they are addicted. When a young person/child smokes it is because of pressure from others or to look good/show off in front of others. Talk about impact smoking has on health. Discuss saying no to things you do not want to do.
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
- Children can say what an influence is and how they can be influenced and how they can influence others - They will know that boys and girls can do - They will be able to explain how it feels to be different - They will be able to explain how it feels to be lonely - They will know the different types of bullying and the responsibility of a bystander Verbal assessment – group talk/partner talk Drawing activity – draw a picture of a footballer/dancer/nurse etc at the start of the session. Repeat activity at the end. What do you notice? T to show pictures of lonely/different. Write a list of emotions and feelings associated	- They know some ways in which they have changed since birth - They can name things that we need to grow - They can explain how they know they have grown - They can name different emotions and can talk about how these emotions make us feel Children to complete a list of: things I can do now/ able to do soon/can't do yet/want to do/ need to practice. Mind map – what do we need to grow? Do one before start of session and then add to in a different colour anything that they have not included at the end of the session. Quiz – show children pictures of emotions. Children to record the emotion. Then in pairs or groups talk about some ways to manage these emotions e.g. worried – speak to somebody	- They know who can give medicine and why someone may take it and know what is safe and what is not safe to put in the body - They know that some drinks contain alcohol - They know that cigarettes negatively affect people's health - They know that it is okay to say no to things they do not want to do Children to complete a sorting activity for things that are safe and unsafe to put in the body T to have drinks bottles – whole class children to sort alcoholic and non-alcoholic Pictures of different scenarios – children to write advice for each picture e.g. child being offered a cigarette when they do not want to smoke

Chn create a poster detailing the different types of bullying. Poster to include ways that a bystander can help		
Resources:	Resources:	Resources:
Other: • Growing and Living DVD – Unit 1/Programme 1 – Differences • Inspiring the future • https://fundacionian.org.ar/the-short-film/ • Stonewall KS1: Year 1&2 classroom activities • Ann Foxley Johnson • Anti-Bullying Alliance	Other: • A range of video clips/stories	Other: • Pictures to show scenarios • Drinks bottles to prompt discussions