

Classes to cover 'All about me' every Autumn 1 for 2 weeks to support with learner transitions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 See below	Summer 2 See below	Continuous Provision	Ideas for Cross curricular links
Stage 1	<p>Health and Wellbeing</p> <p>Mental Health</p> <p>Recognise and name different feelings that humans can experience.</p> <p>Learners explore their own feelings.</p> <p>Ourselves, growing and changing</p> <p>Learners to recognise what makes them special and ways in which we are all unique.</p>	<p>Health and Wellbeing</p> <p>Healthy Lifestyles</p> <p>Know what keeping healthy means and Know different ways to keep healthy.</p> <p>Explore how physical activity helps us to stay healthy; and ways to be physically active every day.</p>	<p>Living in the Wider world</p> <p>Shared Responsibilities</p> <p>Learn about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>Understand that people and other living things have different needs; about the responsibilities of caring for them.</p>	<p>Living in the wider world</p> <p>Communities</p> <p>Learn about things they can do to help look after their environment</p>	<p>Relationships</p> <p>See LTP below</p>	<p>Relationships</p> <p>See LTP below</p>	<p>Self-help and care skills</p> <p>Independence</p> <p>Rights and Responsibilities</p> <p>ELSA work where appropriate</p> <p>Nurture principles</p> <p>Emotional Literacy</p> <p>Resilience</p> <p>Behaviour Management</p>	<p>English – Explore themes of love, identity, relationships and Emotions through poetry and story books.</p> <p>Science – Learn about plants, animals and human bodies. Naming the parts of the body, how they change, grow and develop.</p> <p>RE – Consider similarities and differences in relation to the marriage ceremony.</p> <p>Art and Design – Explore emotions through art and design.</p> <p>Music – Explore emotions through music</p>
Stage 2	<p>Health and Wellbeing</p> <p>Mental Health</p> <p>Be able to recognise what others might be</p>	<p>Health and Wellbeing</p> <p>Health Lifestyles</p> <p>Can recognise different foods that support good</p>	<p>Living in the wider world</p> <p>Shared Responsibilities</p>	<p>Living in the wider world</p> <p>Communities</p> <p>Recognise the ways they are the same as, and</p>	<p>Relationships</p> <p>See LTP below</p>	<p>Relationships</p> <p>See LTP below</p>	<p>Self-help and care skills</p> <p>Independence</p> <p>Rights and Responsibilities</p>	<p>English – Explore themes of love, identity, relationships and Emotions through poetry and story books.</p> <p>Science – Learn about plants, animals and</p>

	<p>feeling in different situations.</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Use a range of words to describe feelings</p> <p>Ourselves, growing and changing</p> <p>Learners to identify what they are good at, what they like and dislike</p>	<p>health and the risks of eating too much sugar.</p> <p>Explore dental care and visiting the dentist; how to brush teeth correctly; food and drink that support good dental health.</p> <p>Recognise people who help us to stay physically healthy e.g. dentist, doctor, nurse</p>	<p>Identify the different groups they belong to.</p> <p>Learn about the different roles and responsibilities people have in their community</p>	<p>different to, other people in their community.</p>			<p>ELSA work where appropriate</p> <p>Nurture principles</p> <p>Emotional Literacy</p> <p>Resilience</p> <p>Behaviour Management</p>	<p>human bodies. Naming the parts of the body, how they change, grow and develop.</p> <p>RE – Consider similarities and differences in relation to the marriage ceremony.</p> <p>Art and Design – Explore emotions through art and design.</p> <p>Music – Explore emotions through music</p>
Stage 3	<p>Health and Wellbeing</p> <p>Mental Health</p> <p>Explore different things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>	<p>Health and Wellbeing</p> <p>Healthy Lifestyles</p> <p>Recognise that sleep is important and explore different ways to rest and relax.</p> <p>Keeping Safe</p> <p>Learn how to keep safe at home</p>	<p>Living in the wider world</p> <p>Economic wellbeing - Money</p> <p>Learn about what money is; different forms that money comes in; that money comes from different sources.</p> <p>Explore different choices about how</p>	<p>Living in the wider world</p> <p>Economic Wellbeing - Money</p> <p>Explore the difference between needs and wants; that sometimes people may not always be able to</p>	<p>Relationships</p> <p>See LTP below</p>	<p>Relationships</p> <p>See LTP below</p>	<p>Self-help and care skills</p> <p>Independence</p> <p>Rights and Responsibilities</p> <p>ELSA work where appropriate</p> <p>Nurture principles</p> <p>Emotional Literacy</p>	<p>English – Explore themes of love, identity, relationships and Emotions through poetry and story books.</p> <p>Science – Learn about plants, animals and human bodies. Naming the parts of the body, how they change, grow and develop.</p> <p>RE – Consider similarities and</p>

	<p>Ourselves, growing and changing</p> <p>Know the names of the main parts of the body.</p>	<p>(including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) and that household products (including medicines) can be harmful if not used correctly</p>	<p>to save and spend money</p> <p>Understand that money needs to be looked after.</p>	<p>have the things they want.</p>			<p>Resilience</p> <p>Behaviour Management</p>	<p>differences in relation to the marriage ceremony.</p> <p>Art and Design – Explore emotions through art and design.</p> <p>Music – Explore emotions through music</p>
Stage 4	<p>Health and Wellbeing</p> <p>Mental Health</p> <p>Recognise different things that learners can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good and to recognise when they need help with feelings.</p> <p>To understand that it is important to ask for help with feelings; and how to ask for it</p>	<p>Health and Wellbeing</p> <p>Healthy Lifestyles</p> <p>Can demonstrate simple hygiene routines that can stop germs from spreading</p> <p>Recognise that medicines can help people to stay healthy</p> <p>Recognise people who help us to stay physically healthy e.g. dentist, doctor, nurse</p> <p>Keeping safe</p> <p>Look at ways to keep safe in familiar</p>	<p>Living in the wider world</p> <p>Economic wellbeing- Aspirations, Work and careers</p> <p>Recognise that everyone has different strengths</p> <p>Explore different jobs that help people to earn money to pay for things</p> <p>Internet Safety</p> <p>Learn how the internet and digital devices can be used safely to find things out and to</p>	<p>Living in the wider world</p> <p>Economic wellbeing- Aspirations, Work and careers</p> <p>Explore different jobs that people they know or people who work in the community do.</p> <p>Look at some of the strengths and interests someone might need to do different jobs.</p>	<p>Relationships</p> <p>See LTP below</p>	<p>Relationships</p> <p>See LTP below</p>	<p>Self-help and care skills</p> <p>Independence</p> <p>Rights and Responsibilities</p> <p>ELSA work where appropriate</p> <p>Nurture principles</p> <p>Emotional Literacy</p> <p>Resilience</p> <p>Behaviour Management</p>	<p>English – Explore themes of love, identity, relationships and Emotions through poetry and story books.</p> <p>Science – Learn about plants, animals and human bodies. Naming the parts of the body, how they change, grow and develop.</p> <p>RE – Consider similarities and differences in relation to the marriage ceremony.</p> <p>Art and Design – Explore emotions through art and design.</p> <p>Music – Explore emotions through music</p>

	<p>Explore change and loss (where appropriate); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>Explore growing and changing from young to old and how people's needs change.</p> <p>Ourselves, growing and changing</p> <p>Explore the physical and emotional changes that occur when approaching and during puberty.</p>	<p>and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>Learn about the people whose job it is to help keep us safe.</p> <p>Learn what to do if there is an accident and someone is hurt and how to get help in an emergency (how to dial 999 and what to say).</p>	<p>communicate with others.</p> <p>Learn about the role of the internet in everyday life and that not all information seen online is true.</p>					
Stage 5	<p>Health and Wellbeing</p> <p>Self-concept</p> <p>Explore how we are all unique; that recognising and demonstrating personal strengths build self-confidence,</p>	<p>Health and Wellbeing</p> <p>Healthy Lifestyles</p> <p>Learn about the benefits of physical activity and exercise for physical and mental health and wellbeing.</p>	<p>Living in the wider world</p> <p>Learning skills</p> <p>Learners review their strengths, interests, skills, qualities and values and how to develop them</p>	<p>Living in the wider world</p> <p>Learning skills</p> <p>Learners explore the skills and attributes that employers value.</p> <p>Work and Career</p>	<p>Relationships and Sex education</p> <p>See LTP below</p>	<p>Relationships and Sex education</p> <p>See LTP below</p>	<p>Self-help and care skills</p> <p>Independence</p> <p>Rights and Responsibilities</p> <p>ELSA work where appropriate</p> <p>Nurture principles</p>	<p>English – Explore themes of love, identity, relationships and Emotions through poetry and story books.</p> <p>Science – Learn about plants, animals and human bodies. Naming the parts of the body, how they change, grow and develop.</p>

	<p>self-esteem and good health and wellbeing</p> <p>To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p>	<p>Learn about the importance of sleep and strategies to maintain good quality sleep.</p> <p>Puberty</p> <p>Explore the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p>	<p>Learners set realistic yet ambitious targets and goals.</p>	<p>Learn about different work roles and career pathways, including clarifying their own early aspirations</p>			<p>Emotional Literacy</p> <p>Resilience</p> <p>Behaviour Management</p>	<p>RE – Consider similarities and differences in relation to the marriage ceremony.</p> <p>Art and Design – Explore emotions through art and design.</p> <p>Music – Explore emotions through music</p>
Stage 6	<p>Health and Wellbeing</p> <p>Mental Health and Emotional Wellbeing</p> <p>Learn how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary.</p> <p>Learn a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity,</p>	<p>Health and Wellbeing</p> <p>Healthy Lifestyle</p> <p>Learn about the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.</p> <p>Explore what might influence decisions about eating a balanced diet and strategies to manage eating choices.</p> <p>The importance of taking increased</p>	<p>Living in the wider world</p> <p>Financial choices</p> <p>Look at how to budget, including the benefits of saving.</p>	<p>Living in the wider world</p> <p>Communities</p> <p>Explore ways learners can make a contribution to the community e.g. work, volunteering etc.</p> <p>Learners take part in a project – making a contribution to the community.</p>	<p>Relationships and Sex education</p> <p>See LTP below</p>	<p>Relationships and Sex education</p> <p>See LTP below</p>	<p>Self-help and care skills</p> <p>Independence</p> <p>Rights and Responsibilities</p> <p>ELSA work where appropriate</p> <p>Nurture principles</p> <p>Emotional Literacy</p> <p>Resilience</p> <p>Behaviour Management</p>	<p>English – Explore themes of love, identity, relationships and Emotions through poetry and story books.</p> <p>Science – Learn about plants, animals and human bodies. Naming the parts of the body, how they change, grow and develop.</p> <p>RE – Consider similarities and differences in relation to the marriage ceremony.</p> <p>Art and Design – Explore emotions through art and design.</p>

	<p>participation and the value of positive relationships in providing support.</p>	<p>responsibility for their own physical health including dental check-ups, sun safety.</p> <p>Strategies for maintaining personal hygiene, including oral health, and prevention of infection.</p> <p>Puberty</p> <p>Explore the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p>						<p>Music – Explore emotions through music</p>
Stage 7	<p>Health and Wellbeing</p> <p>Self-Concept The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p>	<p>Health and Wellbeing</p> <p>Drugs, alcohol and tobacco</p> <p>Look at the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics.</p>	<p>Living in the wider world</p> <p>Financial choices</p> <p>To recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</p> <p>Keeping Safe – Media Literacy</p>	<p>Living in the wider world</p> <p>Choices and pathways</p> <p>Learners learn about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage</p>	<p>Relationships and Sex education</p> <p>See LTP below</p>	<p>Relationships and Sex education</p> <p>See LTP below</p>	<p>Self-help and care skills</p> <p>Independence</p> <p>Rights and Responsibilities</p> <p>ELSA work where appropriate</p> <p>Nurture principles</p> <p>Emotional Literacy</p>	<p>English – Explore themes of love, identity, relationships and Emotions through poetry and story books.</p> <p>Science – Learn about plants, animals and human bodies. Naming the parts of the body, how they change, grow and develop.</p> <p>RE – Consider similarities and differences in relation</p>

	<p>Look at simple strategies to help build resilience to negative opinions, judgements and comments.</p> <p>To recognise and manage internal and external influences on decisions which affect health and wellbeing</p>	<p>Managing Risk and Personal Safety</p> <p>how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</p>	<p>Learn about the features of the internet, can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries</p> <p>Look at strategies to safely manage personal information and images online, including on social media.</p> <p>Look at the benefits and positive use of social media, including how it can offer opportunities to engage with the wider community.</p>	<p>this decision-making process.</p>			<p>Resilience</p> <p>Behaviour Management</p>	<p>to the marriage ceremony.</p> <p>Art and Design – Explore emotions through art and design.</p> <p>Music – Explore emotions through music</p>
--	---	---	---	--------------------------------------	--	--	---	---

Relationships

Each lesson below has its own lesson plan, which are saved on the shared area. Please teach at the stage you think is appropriate to the learners in your class or individuals. Where necessary you may want to teach lessons earlier such as the HPV lesson and body changes.

Stage 1 (Year group R – Teacher reference for resources)

My Feelings	Pupils can identify a range of feelings and how these are expressed, including word to describe them and simple strategies for managing feelings.
My body	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.
My Relationships	Pupils understand that there are similarities and differences between everyone and can celebrate this.

My Beliefs	Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.
My rights and responsibilities	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.
Asking for help	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

Stage 2 (Year group 1 – Teacher reference for resources)

My Feelings	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.
My body	Pupils can correctly name the main parts of the body, including external genitalia using scientific words.
My Relationships	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.
My Beliefs	Pupils can identify and respect the differences and similarities between people.
My rights and responsibilities	Pupils understand how some diseases are spread, including 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 their attention.

Stage 3 (Year group 2 – Teacher reference for resources)

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.
My Relationships	Pupils can recognise different types of teasing and bullying, understanding 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 and will never be another them.
My rights and responsibilities	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.
Asking for help	Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

Stage 4 (Year group 3 – Teacher reference for resources)

My Feelings	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.
My body	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate uniqueness.
My Relationships	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.
My Beliefs	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.
My rights and responsibilities	Pupils understand the right to protect their body from unwanted touch.
Asking for help	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

Stage 5 (Year group 4 – Teacher reference for resources)

My Feelings	Pupils can recognise and respond to a wide range of emotions in themselves and others and ways to respond.
-------------	--

My body	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.
My Relationships	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable and ways to respond.
My Beliefs	Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.
My rights and responsibilities	Pupils know marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.
Asking for help	Pupils can recognise when they may need help to manage a situation and have developed the skill to ask for help.

Stage 6 (Year group 5 – Teacher reference for resources)

My Feelings	Pupils can anticipate how their emotions may change as they approach and move through puberty.
My body	Pupils can anticipate how their body may change as they approach and move through puberty.
My Relationships	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.
My Beliefs	Pupils know correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.
My rights and responsibilities	Pupils have strategies for keeping safe online, knowing personal information including images of themselves and others can be shared without permission.
Asking for help	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.

Stage 7 (Year group 6 – Teacher reference for resources)

My Feelings	Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.
My body	Pupils can explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female organs.
My Relationships	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.
My Beliefs	Pupils know some cultural practices are against British Law and universal human rights, including female genital mutilation (FGM).
My rights and responsibilities	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.
Asking for help	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.

Stage 8 (Year group 7 – Teacher reference for resources)

Puberty and Reproduction	Consolidation of previous learning
Gender identity and sexuality	Difference between sex, gender and sexuality
Healthy Relationships	Features of a healthy relationship
Female genital mutilation (FGM)	Associated risks and its status as a criminal act
Recognising and responding to bullying and abuse	Including Online
Asking for help	Developing the confidence and skills

Note – Sex Education – Secondary only 2023 - 2024

Stage 9 (Year group 8 – Teacher reference for resources)

The HPV vaccine	The purpose and importance of immunisation. (Cover earlier)
Relationships and attraction	Recognising diversity in relationships.
Sexuality and attraction	Recognising diversity in sexuality.
Marriage, Forced marriage and Law	Consent and Sexual activity
Sexting	Understanding the risks and consequences including how to respond.
Peer Support	Knowing when to break confidence for safety

Stage 10 (Year group 9 – Teacher reference for resources)

Self-esteem	Understanding the impact of changing relationships.
Sex and the media	Including Pornography influencing behaviours
Consent	Respecting the right to give, withhold and withdraw consent.
Contraception	An introduction to contraceptive methods.
STI's and how to prevent them	Rights and responsibilities to be healthy.
Accessing information, advice and guidance:	Right to confidentiality.

Stage 11 (Year group 10 – Teacher reference for resources)

Body image	The media and cosmetic procedures: idealised and artificial body shapes
Gender identity and sexuality	Diversity in gender expression and sexuality within relationships.
Healthy relationships	Understanding consent within sexual activities.
Readiness for sexual intimacy	Communicating the right not to engage in sexual activities.
Contraception	Barrier methods to prevent STI transmission within a range of sexual activities.
Pregnancy pathways	Emergency contraception, abortion and the law.

Stage 12 (Year group 11 – Teacher reference for resources)

Testicular and breast examination	Identifying and responding to cancer concerns.
Sex in the media	The impact on sexual norms and ethics within sexual relationships.
Healthy relationships	Asserting a response to unhealthy and abusive relationships.
Consent	Recognising and understanding coercion and persuasion within relationships.
Contraception	Communicating and negotiating the effective use of contraception.
Pregnancy pathway	Exploring options for unintended teenage pregnancy and parenthood.