



This unit is:
**Being Me in
My World**

Session 1: Becoming a Class Team

Session 2: Being a School Citizen

Session 3: Rights, Responsibilities and Democracy

Session 4: Rewards and Consequences

Session 5: Our Learning Charter

Session 6: Owning our Learning Charter

Key Vocabulary: Included, Excluded, Welcome, Valued, Team, Charter, Role, Job description, School, Community, Responsibility, Rights, Democracy, Reward, Consequence, Democratic, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, Choices, UN Convention on Rights of the Child.

PSHE Learning:

1. I know my attitudes and actions make a difference to the class team.
2. I understand who is in my school community, the roles they play and how I fit in.
3. I understand how democracy works through the School Council.
4. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
5. I understand how groups come together to make decisions.
6. I understand how democracy and having a voice benefits the school community.

Social and Emotional Learning:

1. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.
2. I can take on a role in a group and contribute to the overall outcome.
3. I can recognise my contributions to making a Learning Charter for the whole school.
4. I understand how rewards and consequences motivate people's behaviour.
5. I can take on a role in a group and contribute to the overall outcome.
6. I understand why our school community benefits from a Learning Charter and can help others follow it.



This unit is:
**Celebrating
differences**

Session 1: Judging by Appearances

Session 2: Understanding Influences

Session 3: Understanding Bullying

Session 4: Problem-solving

Session 5: Special Me

Session 6: Celebrating difference: How we look

Key Vocabulary: Character, assumption, judgement, surprised, different, appearance, accept, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, problem-solve, cyber-bullying, text message, website, troll, unique, characteristics, physical features, impression, changed, influence.

PSHE Learning:

1. I understand that, sometimes, we make assumptions based on what people look like.
2. I understand what influences me to make assumptions based on how people look.
3. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.
4. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.
5. I can identify what is special about me and value the ways in which I am unique.
6. I can tell you a time when my first impression of some one changed when I go to know them.

Social and Emotional Learning:

1. I try to accept people for who they are.
2. I can question why I think what I do about other people.
3. I know how it might feel to be a witness to and a target of bullying.
4. I can problem-solve a bullying situation with others.
5. I like and respect the unique features of my physical appearance.
6. I can explain why it is good to accept people for who they are.



This unit is:
**Dreams and
Goals**

Session 1: Hopes and dreams

Session 2: Broken dreams

Session 3: Overcoming disappointment

Session 4: Creating new dreams

Session 5: Achieving goals

Session 6: We did it!

Key Vocabulary:

Dream, hope, goal, determination, perseverance, resilience, positive attitude, hurt, positive experiences, disappointment, plans, cope, help, self-belief, commitment, enterprise, design, cooperation, review, celebrate, evaluate.

PSHE Learning:

1. I can tell you about some of my hopes and dreams
2. I understand that sometimes hopes and dreams do not come true and that this can hurt
3. I know that reflecting on positive and happy experiences can help me to counteract disappointment
4. I know how to make a new plan and set new goals even if I have been disappointed
5. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group
6. I can identify the contributions made by myself and others to the group's achievement

Social and Emotional Learning:

1. I know how it feels to have hopes and dreams
2. I know how disappointment feels and can identify when I have felt that way
3. I know how to cope with disappointment and how to help others cope with theirs
4. I know what it means to be resilient and to have a positive attitude
5. I can enjoy being part of a group challenge
6. I know how to share in the success of a group and how to store this success experience in my internal treasure chest



This unit is:
Healthy Me

Session 1: My Friends and Me

Session 2: Group Dynamics

Session 3: Smoking

Session 4: Alcohol

Session 5: Healthy Friendships

Session 6: Celebrating My Inner Strength and Assertiveness

Key Vocabulary:

Friendships, Emotions, Healthy Relationships, Friendship Groups, Value, Roles, Leader, Follower, Assertive, Agree/Disagree, Smoking, Vaping, Pressure, Peers, Guilt, Advice, Alcohol, Liver Disease, Anxiety, Fear, Believe, Right, Wrong.

PSHE Learning:

1. I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most.
2. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.
3. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
4. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
5. I can recognise when people are putting me under pressure and can explain ways to resist this when I want.
6. I know myself well enough to have a clear picture of what I believe is right and wrong.

Social and Emotional Learning:

1. I know how it feels to have hopes and dreams
2. I know how disappointment feels and can identify when I have felt that way
3. I know how to cope with disappointment and how to help others cope with theirs
4. I know what it means to be resilient and to have a positive attitude
5. I can enjoy being part of a group challenge
6. I know how to share in the success of a group and how to store this success experience in my internal treasure chest



This unit is:
Relationships

Session 1: Jealousy

Session 2: Love and Loss

Session 3: Memories

Session 4: Getting On and Falling Out

Session 5: Girlfriends and Boyfriends

Session 6: Celebrating My Relationships with People and Animals

Key Vocabulary:

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Souvenir, Memento, Memorial, Loss, Memories, Special, Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable, Love, Appreciation, Symbol, Care.

PSHE Learning:

1. I can recognise situations which can cause jealousy in relationships.
2. I can identify someone I love and can express why they are special to me.
3. I can tell you about someone I know that I no longer see.
4. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
5. I understand what having a boyfriend / girlfriend might mean and that it is a special relationship for when I am older.
6. I know how to show love and appreciation to the people and animals who are special to me.

Social and Emotional Learning:

1. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.
2. I know how most people feel when they lose someone or something they love.
3. I understand that we can remember people even if we no longer see them.
4. I know how to stand up for myself and how to negotiate and compromise.
5. I understand that boyfriend / girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend / girlfriend.
6. I can love and be loved.



This unit is:
Changing Me

Session 1: Unique Me

Session 2: Having a Baby / 2a: Having a Baby (alternative)

Session 3: Girls and Puberty

Session 4: Circles of Change

Session 5: Accepting Change

Session 6: Looking Ahead

Key Vocabulary: Personal, Unique, Characteristics, Parents, Gene, Sperm, Egg/Ovum, Penis, Testicles, Vagina, Womb/Uterus, Ovaries, Making Love, Having Sex, Sexual Intercourse, Fertilise, Conception or - Feelings, Responsibilities, Characteristics, Language, Mannerisms, Influence, Carers. Puberty, Menstruation, Menstrual Cycle, Periods, Menstrual Pads, Period Pants, Tampons, Vagina, Vulva, Ovaries, Oestrogen, Fallopian Tube, Fertilised, Circle, Seasons, Change, Control, Range of Emotions, Acceptance, Looking Forward, Excited, Nervous, Anxious, Happy.

PSHE Learning:

1. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. 2a. - I understand what responsibilities there are in parenthood and the joy it can bring. I can consider what has influenced my life and what might influence the lives of other people.
3. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
4. I know how the circle of change words and can apply it to change I want to make in my life.
5. I can identify changes that have been and may continue to be outside of my control and I learnt to accept.
6. I can identify what I am looking forward to when I move to a new class.

Social and Emotional Learning:

1. I appreciate that I am a truly unique human being.
2. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. 2a - I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.
3. I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
4. I am confident enough to try to make changes when I think they will benefit me.
5. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
6. I can reflect on the changes I would like to make next year and can describe how to go about these.