

Long Term Plan for Relationship and Health Education

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My Relationships <u>All about me</u> <u>What makes me special</u> <u>Me and my special people</u> <u>Who can help me?</u> <u>My feelings</u> <u>My feelings (2)</u>	Valuing Difference <u>I'm special, you're special</u> <u>Same and different</u> <u>Same and different families</u> <u>Same and different homes</u> <u>Kind and caring (1)</u> <u>Kind and caring (2)</u>	Keeping Safe <u>What's safe to go onto my body</u> <u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u> <u>Safe indoors and outdoors</u> <u>Listening to my feelings (1)</u> <u>Keeping safe online</u> <u>People who help to keep me safe</u>	Rights and Respect <u>Looking after my special people</u> <u>Looking after my friends</u> <u>Being helpful at home and caring for our classroom</u> <u>Caring for our world</u> <u>Looking after money (1): recognising, spending, using</u> <u>Looking after money (2): saving money and keeping it safe</u>	Being My Best <u>Bouncing back when things go wrong</u> <u>Yes, I can!</u> <u>Healthy eating</u> <u>My healthy mind</u> <u>Move your body</u> <u>A good night's sleep</u>	Growing and changing <u>Seasons</u> <u>Life stages - plants, animals, humans</u> <u>Life Stages: Human life stage - who will I be?</u> <u>Getting bigger</u>
	Cover the learning outcome: Explain which parts of their body are kept private and safe and why. Using the NSPCC Pantasaurus material. In Reception we will refer to the parts of the body which are to be kept private as 'private parts.' https://youtu.be/-lL07JOGU5o					
1	Me and My Relationships <u>Why we have classroom rules</u> <u>How are you listening?</u> <u>Thinking about feelings</u> <u>Our feelings</u> <u>Feelings and bodies</u> <u>Good friends</u>	Valuing Difference <u>Same or different?</u> <u>Unkind, teasing or bullying?</u> <u>Harold's school rules</u> <u>It's not fair!</u> <u>Who are our special people?</u> <u>Our special people balloons</u>	Keeping Safe <u>Super sleep</u> <u>Who can help? (1)</u> <u>Good or bad touches? - Do not use names of body parts which should be kept private unless a child asks. Correct terminology should then be used e.g. vulva and penis</u> <u>Sharing pictures</u> <u>What could Harold do?</u> <u>Harold loses Geoffrey</u>	Rights and Respect <u>Harold has a bad day</u> <u>Around and about the school</u> <u>Taking care of something</u> <u>Harold's money</u> <u>How should we look after our money?</u> <u>Basic first aid</u>	Being My Best <u>I can eat a rainbow</u> <u>Eat well!</u> <u>Harold's wash and brush up</u> <u>Catch it! Bin it! Kill it!</u> <u>Harold learns to ride his bike</u> <u>Pass on the praise!</u>	Growing and changing <u>Healthy me</u> <u>Then and now</u> <u>Taking care of a baby</u> <u>Who can help? (2)</u> <u>Surprises and secrets</u> <u>Keeping privates private</u>
2	Me and My Relationships <u>Our ideal classroom (1)</u> <u>How are you feeling today?</u> <u>Let's all be happy!</u> <u>Being a good friend</u> <u>Types of bullying</u> <u>Don't do that!</u>	Valuing Difference <u>What makes us who we are?</u> <u>My special people</u> <u>How do we make others feel?</u> <u>When someone is feeling left out</u> <u>An act of kindness</u> <u>Solve the problem</u>	Keeping Safe <u>Harold's picnic</u> <u>How safe would you feel?</u> <u>What should Harold say?</u> <u>I don't like that!</u> <u>Fun or not?</u> <u>Should I tell?</u>	Rights and Respect <u>Getting on with others</u> <u>When I feel like erupting</u> <u>Feeling safe</u> <u>Playing games</u> <u>Harold saves for something special</u> <u>How can we look after our environment?</u>	Being My Best <u>You can do it!</u> <u>My day</u> <u>Harold's postcard - helping us to keep clean and healthy</u> <u>Harold's bathroom</u> <u>What does my body do?</u> <u>Basic first aid</u>	Growing and changing <u>A helping hand</u> <u>Sam moves away</u> <u>Haven't you grown!</u> <u>My body, your body</u> <u>Respecting privacy</u> <u>Some secrets should never be kept</u>
3	Me and My Relationships <u>As a rule</u> <u>Looking after our special people</u> <u>How can we solve this problem?</u> <u>Friends are special</u> <u>Thunks</u> <u>Dan's dare</u>	Valuing Difference <u>Respect and challenge</u> <u>Family and friends</u> <u>My community</u> <u>Our friends and neighbours</u> <u>Let's celebrate our differences</u> <u>Zeb</u>	Keeping Safe <u>Safe or unsafe?</u> <u>Danger or risk?</u> <u>The Risk Robot</u> <u>Super Searcher</u> <u>Help or harm?</u> <u>Alcohol and cigarettes: the facts</u>	Rights and Respect <u>Helping each other to stay safe</u> <u>Recount task</u> <u>Our helpful volunteers</u> <u>Can Harold afford it?</u> <u>Earning money</u> <u>Harold's environment project</u>	Being My Best <u>Derek cooks dinner! (healthy eating)</u> <u>Poorly Harold</u> <u>Body team work</u> <u>For or against?</u> <u>I am fantastic!</u> <u>Top talents</u>	Growing and changing <u>Relationship Tree</u> <u>Body space</u> <u>None of your business!</u> <u>Secret or surprise?</u> <u>Basic first aid</u>

4	Me and My Relationships <u>Human machines</u> <u>Ok or not ok? (part 1)</u> <u>Ok or not ok? (part 2)</u> <u>An email from Harold!</u> <u>Different feelings</u> <u>Under pressure</u>	Valuing Difference <u>Can you sort it?</u> <u>What would I do?</u> <u>The people we share our world with</u> <u>That is such a stereotype!</u> <u>Friend or acquaintance?</u> <u>Islands</u>	Keeping Safe <u>Danger, risk or hazard?</u> <u>How dare you!</u> <u>Keeping ourselves safe</u> <u>Raisin challenge (2)</u> <u>Picture Wise</u> <u>Medicines: check the label</u>	Rights and Respect <u>Who helps us stay healthy and safe?</u> <u>It's your right</u> <u>How do we make a difference?</u> <u>In the news!</u> <u>Safety in numbers</u> <u>Why pay taxes?</u>	Being My Best <u>What makes me ME!</u> <u>Making choices</u> <u>SCARF Hotel</u> <u>Harold's Seven Rs</u> <u>My school community (1)</u> <u>Basic first aid</u>	Growing and changing <u>Moving house</u> <u>My feelings are all over the place!</u> <u>Secret or surprise?</u> <u>Together</u>
5	Me and My Relationships <u>Collaboration Challenge!</u> <u>Give and take</u> <u>How good a friend are you?</u> <u>Relationship cake recipe</u> <u>Our emotional needs</u> <u>Being assertive</u>	Valuing Difference <u>Qualities of friendship</u> <u>Kind conversations</u> <u>Happy being me</u> <u>The land of the Red People</u> <u>Is it true?</u> <u>Stop, start, stereotypes</u>	Keeping Safe <u>Spot bullying</u> <u>Play, like, share 1</u> <u>Play, like, share 2</u> <u>Decision dilemmas</u> <u>Vaping: healthy or unhealthy</u> <u>Would you risk it?</u>	Rights and Respect <u>What's the story?</u> <u>Fact or opinion?</u> <u>Mo makes a difference</u> <u>Rights, respect and duties</u> <u>Spending wisely</u> <u>Lend us a fiver!</u>	Being My Best <u>It all adds up!</u> <u>Different skills</u> <u>My school community (2)</u> <u>Independence and responsibility</u> <u>Star qualities?</u> <u>Basic first aid: including Sepsis awareness</u>	Growing and changing <u>How are they feeling?</u> <u>Taking notice of our feelings</u> <u>Dear Ash</u> <u>*Growing up and changing bodies</u> <u>Changing bodies and feelings</u> <u>*Help! I'm a teenager - get me out of here!</u>
6	Me and My Relationships <u>Working together</u> <u>Solve the friendship problem</u> <u>Behave yourself</u> <u>Assertiveness skills</u> <u>Don't force me</u>	Valuing Difference <u>OK to be different</u> <u>We have more in common than not</u> <u>Respecting differences</u> <u>Tolerance and respect for others</u> <u>Advertising friendships!</u> <u>Boys will be boys? - challenging gender stereotypes</u>	Keeping Safe <u>Think before you click!</u> <u>To share or not to share?</u> <u>Rat Park</u> <u>What sort of drug is...?</u> <u>Drugs: it's the law!</u> <u>Alcohol: what is normal?</u>	Rights and Respect <u>Two sides to every story</u> <u>Fakebook friends</u> <u>What's it worth?</u> <u>Happy shoppers – caring for the environment</u> <u>Democracy in Britain 1 - Elections</u> <u>Democracy in Britain 2 - How (most) laws are made</u>	Being My Best <u>This will be your life!</u> <u>Our recommendations</u> <u>What's the risk? (1)</u> <u>What's the risk? (2)</u> <u>Basic first aid, including Sepsis awareness</u> <u>Five Ways to Wellbeing project</u>	Growing and changing <u>I look great!</u> <u>Media manipulation</u> <u>Pressure online</u> <u>Helpful or unhelpful? Managing change</u> <u>Is this normal? – Making babies – see note below</u>

The only lesson that parents have the right to withdraw their children from is [Making babies \(coramlifeeducation.org.uk\)](https://coramlifeeducation.org.uk)

Please leave out Activity 2 paragraphs 2, 3 and 4. A lesson plan will be provided.