



PSHE and RSE – No Outsiders Unit Overviews

EYFS

Big Question Link: Year A: Do you remember? Where shall we go? What is home?

Year B: How has life changed? Who can help me? Are we there yet?

Unit grid: PSHE & RSE – No outsiders

Year A/Year B

Autumn /Spring/Summer

Prior Learning Links		Key Objectives	Session overviews		Unit Outcomes
EYFS development matters PSED statements		- To say what I think - To understand that it is OK to like different things - To make friends with someone different - To understand that all families are different - To celebrate my family	Aut	<i>You Choose</i> Explore different choices children would make and the different things children like and don't like. Discuss that it is ok to be different to other people.	Like and don't like chart Like and don't like pictures Chameleon pictures Family pictures
			Spr	<i>Red Rockets and Rainbow Jelly</i> Children think about something they like. Now work in pairs to agree on something they like. Double and repeat. Keep doubling until all children are included in one group. Create pictures of the children with a sentence or two about what they like. Think about how we are all different but we all agreed we liked...	
			Spr	<i>Blue Chameleon</i> Say hello to different children and make new friends. Colour two chameleons different colours and give them speech bubbles with a greeting.	
			Su m	<i>The Family Book</i> Using a doll, create families using the children in the class. Explore the idea that all the families are different and that's OK. Children draw and label their own families.	
Key Vocabulary			Su m	<i>Mommy, Mama and Me</i> Explore things the children enjoy doing at home with someone in their family. Draw and label a picture	
Family Like Dislike Different	Same Greeting friend		Su m		
Biq Question Links			Vision and Values Link		
Year A: What do you like to do with people at home? Year B: Who can help me at home?			Promote dignity and acceptance		

Key Stage 1

(Years 1 and 2)

Big Question Link: Do you remember? Where shall we go? What is home?

Unit grid: PSHE & RSE – No outsiders

Year A/Year B

Autumn /Spring/Summer

Prior Learning Links		Key Objectives	Session overviews		Unit Outcomes
ELG PSED statements		- To accept people are different - To understand that we share the world with lots of people - To understand how we share the world - To communicate in different ways - To understand what makes someone feel proud	Aut	<i>That's Not How You Do It</i> To explore different ways people do the same thing and to work through the idea that it is ok to do things differently.	Starry night sky Role play Sharing globe picture Labelled illustration
			Spr	<i>My World, Your World</i> Explore how people are the same and different by playing 'The sun shines on...'. Write a sentence or two in books about this	
			Spr	<i>The First Slodge</i> Illustrate sharing with those that are different with biscuits. Create an image of a globe with people we share the world with around it.	
			Sum	<i>What the Jackdaw Saw</i> Explore using sign language as a means of communicating.	
Key Vocabulary			Sum	<i>The Odd Egg</i> Role play the story. Draw an illustration of the croc hatching out of an egg and write a speech bubble which shows how the duck felt.	
Different Communicate Share Accept	Sign language Proud Feeling Same				
Biq Question Link			Vision and Values Link		
Are all homes the same?			Promote dignity and acceptance		

Big Question Link: How has life changed? Who can help me? Are we there yet?

Unit grid: PSHE & RSE – No outsiders

Year A/Year B

Autumn /Spring/Summer

Prior Learning Links		Key Objectives	Session overviews		Unit Outcomes	
ELG PSED statements		- To like the way I am - To play with boys and girls - To understand that our bodies work in different ways - To understand what diversity is - To be able to work with everyone in my class	Aut	<i>Blown Away</i> Role play the story. Create kite lines with friends on.	Role play Large Elmer for wall display UK diversity map. Friendship kite lines	
			Spr	<i>Ten Little Pirates</i> To explore that everyone can play everything in our school – gender does not matter.		
			Spr	<i>The Great Big Book of Families</i> Play the diversity game. Create a map of the UK with ways we are diverse around it.		
Key Vocabulary			Sum	<i>Max the Champion</i> Identify that Max is different because he needs help breathing and has a hearing aid. Does this mean he cannot join in or that other children don't like him? Think about what makes use different.		
Friend Together Gender Diversity	Different Same Feeling Accept		Sum	<i>Elmer</i> Explore why Elmer covered himself in grey berries. Consider how he felt at different points in the story. Think about how we would make sure Elmer felt accepted in our class.		
Biq Question Link			Vision and Values Link			
How can help me when people do not feel accepted?			Promote dignity and acceptance			

Lower Key Stage 2

(Years 3 and 4)

Big Question Link: What does it mean to be human? How do we use...? What's so important about water?

Unit grid: PSHE & RSE – No outsiders

Year A/Year B

Autumn /Spring/Summer

Prior Learning Links		Key Objectives	Session overviews		Unit Outcomes
KS1 PSHE/RSE units		- To use my pupil voice - To ask questions - To find a solution to a problem - To overcome language as a barrier - To understand what discrimination means	Aut	<i>We're all wonders</i> To explore the role of bystanders when people are being unkind. Think about what action bystanders could take. Create 'Don't be a bystander' posters	Posters Similarity pictures Diagrams Role play Reflective sentences
			Spr	<i>The Flower</i> Role play smuggling the book out of the library. Use some sentence stems to encourage children to reflect on the message of the book	
			Spr	<i>Two Monsters</i> Set up the classroom with a row of two chairs down the middle and half the children each side. Remove chairs by making positive statements about things that are the same. Draw a picture of themselves and a friend and list all the ways they are similar	
			Sum	<i>The Way Back Home</i> Children line up in different way without talking e.g. height, birthday etc. Draw a diagram to show how to fix an aeroplane with no words	
Key Vocabulary			Sum	<i>This is Our House</i> Role play – CT as George denies people entry to his house because of their characteristics. Create 'This is our school!' and everyone is welcome posters	
Bystander Action Smuggle Confident Similarities	Differences Language Deny Accept Welcome				
Biq Question Link			Vision and Values Link		
Does being human mean we are all the same?			Promote dignity and acceptance		

Big Question Link: How has life changed? Who can help me? Are we there yet?

Unit grid: PSHE & RSE – No outsiders

Year A/Year B

Autumn /Spring/Summer

Prior Learning Links		Key Objectives	Session overviews		Unit Outcomes
KS1 PSHE/RSE units		- Use strategies to help someone who feels different - To know when to be assertive - To understand why people choose to get married - To be welcoming - To be who you want to be	Aut	<i>The Hueys in the New Jumper</i> Role play wearing a new jumper, the different responses and how this feels. Recount the story, thinking about how Rupert feels at each point.	Recount Role play Letter Wedding invitation
			Spr	<i>Dogs Don't do Ballet</i> Role play being told something they like is something they shouldn't do. Explore how this feels. Children write a letter to the dog to give advice.	
			Spr	<i>King and King</i> Think about why people get married. Design a royal wedding invitation.	
Key Vocabulary			Sum	<i>Beegu</i> Play the welcoming game. Children identify how to make people feel welcome in different contexts	
Different Like Don't like Assertive	Advice Married Welcome Confidence		Sum	<i>Red: A Crayon's Story</i> Children think about things that could be said that reduce confidence and increase confidence. How can we support people to feel proud?	
Biq Question Link			Vision and Values Link		
Who can help me to feel more confident?			Promote dignity and acceptance		

Upper Key Stage 2

(Years 5 and 6)

Big Question Link: How do you live? What do you believe? ¿Qué hizo que los mayas fueran increíbles?

Unit grid: PSHE & RSE – No outsiders

Year A/Year B

Autumn /Spring/Summer

Prior Learning Links		Key Objectives	Session overviews		Unit Outcomes
LKS2 PSHE/RSE units		- To promote diversity - To welcome difference and stand up to discrimination - To challenge the causes of racism - To recognise when someone needs help - To recognize my freedom	Aut	<i>My Princess Boy</i> Discuss what diversity is. What an interview with Cheryl Kilodavis and discuss it. Discuss which characteristic from the equality act is being challenged in this book	Role Play Discussion Descriptive writing Cartoon strip Illustrations Quotes
			Spr	<i>The Thing</i> Game – one child is The Thing but has to keep it hidden for 5 minutes during mingling. How did The Thing feel about having to lie to everybody? How did people accused feel? Where there rumours during the game? In real life, why might people hide who they are? Should they need to?	
			Spr	<i>The Island</i> Role play a debate – Fisherman versus others where the fisherman is standing up for the man. Draw a cartoon strip retelling including key language from the book.	
Key Vocabulary			Sum	<i>How to Heal a Broken Wing</i> Learn about Amnesty International and its aims. Write a description of one of the images of the book thinking about feelings and emotions	
Freedom of speech Democracy Feelings Emotions	Diversity Equality Gender identity Freedom		Sum	<i>Dreams of Freedom</i> Explore quotes from the book and what they mean. Children illustrate one quote. If children could add their own quote to the book, what would they say?	
Big Question Link			Vision and Values Link		
What do you believe about equality?			Promote dignity and acceptance		

Big Question Link: Evacuee or refugee? How far can you go? What would you vote for?

Unit grid: PSHE & RSE – No outsiders

Year A/Year B

Autumn /Spring/Summer

Prior Learning Links		Key Objectives	Session overviews		Unit Outcomes
LKS2 PSHE/RSE units		- To justify my actions - To learn from our past - To exchange dialogue - To accept people who are different to me - To overcome fears about difference	Aut	<i>Rose Blanche</i> Explore why Rose took food to the concentration camp. Write a letter from Rose to a friend explaining what she has discovered, how it makes her feel and what she is doing and why.	Questions Letters Posters Role play Scenario responses Discussion Annotated sketch
			Spr	<i>Where the Poppies Now Grow</i> Think about how the characters felt before, during and after the war. Discuss why they don't just forget it. Try and arrange for someone to be interviewed (it does not have to be about war) If children could meet a veteran, what would they ask them? Link to Remembrance Day and the Poppy appeal	
			Spr	<i>The Cow Who Climbed a Tree</i> Explore the meaning of the equality act and how it impacts on our daily life. Make 'No Outsiders in our School' posters	
			Sum	<i>And Tango Makes Three</i> Play animal snap to find partners without words. One lonely animal – what could we do? Consider responses from zoos and alternative responses to gay animal couples.	
Concentration camp Prisoner of war Feeling Empathy Sympathy	Remembrance Poppy Appeal Lonely Acceptance Gay		Sum	<i>Leaf</i> Consider who holds the power in different situations. Relate to the equality act and how we can find solutions to differences. Create a sketch of an animal meeting where the animals are discussing Leaf. Demonstrate that all the animals are different and therefore Leaf does fit in.	
Biq Question Link			Vision and Values Link		
What is the difference between and evacuee and a refugee?			Promote dignity and acceptance		